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child welfare

November 1958

A Limited Number of
Older Children in Adoption:
A Brief Survey

Ending Contact with
Adoptive Parents:
The Group Meeting

A Project in Staff Training

Family Patterns of the Future

Foster Care in a
Large Family Group

CHILD WELFARE

JOURNAL OF THE
CHILD WELFARE LEAGUE OF AMERICA, Inc.

HENRIETTA L. GORDON, Editor

CHILD WELFARE is a forum for discussion in print of child welfare problems and the programs and skills needed to solve them. Endorsement does not necessarily go with the printing of opinions expressed over a signature.

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CHILD V

A LIMITED NUMBER OF OLDER CHILDREN IN ADOPTION

A BRIEF SURVEY

Elizabeth A. Lawder

Executive Director
Children's Aid Society of Pennsylvania

In this review of a limited number of older children which her agency placed for adoption, Dr. Lawder discusses one particular problem in the adoptive placement of older children—because of the variety of experiences they have had with parental figures, they need special help in forming healthy relationships with adoptive parents.

REGARDING the adoptive placement of the older child, there are many assumptions current today. Perhaps the one most frequently expressed is that most legally free children are adoptable provided adoptive parents can be found for them. This rather inclusive assumption obviously covers much that is still unknown. Other ideas, listed at random, which often appear in social work literature are:

Older children have a past which affects their adjustment in an adoptive home.

Older children must be helped to see the reason for placement.

The child must be prepared for placement.

The adoptive parents must be prepared for accepting the child.

It is harder to find more detailed discussions on this topic which are based upon the testing of ideas against the realities of experience.

Perhaps we are fortunate in having very little "tradition" to uphold in respect to this phase of adoption work. Only during the past several years has the Children's Aid Society of Pennsylvania made a special effort to find suitable adoption homes for "older" children.¹ Our approach has been experimental, we have established no particular structure, and we are making an effort to learn from each placement. In group discussions² we analyze our practice in the hope of developing a fuller understanding of both psychological and reality factors in-

volved in placing the older child for adoption.

During the past several years, in addition to a large number of infants, we have placed seventy-nine children over two years of age. Sixteen were between six and twelve years old. Those over six do not in any way represent the total number of school age children who come to us needing adoption homes; for a variety of reasons we have been unable to place some of them. Records give reasons such as:

"This child cannot take on adoption parents," or

"This child is too damaged by his mother's desertion to accept permanent parents," or

"This child (aged thirteen) is too old."

The counterpart of these comments no doubt can be found in case records the country over. How had we arrived at these conclusions? What did they mean?

It is relatively clear that we do not know how to place some older children for adoption. Excluding the psychotic and feeble-minded child, there seem to be others who cannot live in permanent substitute homes or for whom we have not found suitable adoptive families. But we need to know the difference between the limitations of our knowledge and skill and the limitations of the social reality. In short, in some situations we may not know enough to bring about an adoption placement for an older child; in other situations all the knowledge in the world would not make available parents who could become adoptive parents to a particular child.

Readiness for Adoption

In analyzing our experience we began to question what constitutes readiness for adop-

¹ In the past the agency had placed a number of older children, frequently because of special circumstances rather than as a result of conscious planning.

² The following staff members participated in these discussions: Roberta G. Andrews, Jeanne C. Pollock, Ann F. Stone, Judith Gale, Daisy C. Taylor, Muriel A. Noble, Selma G. Stern, Mary Susan Brubaker, Margaret J. Mendelson.

tion on the older child's part. Here are some familiar expressions of readiness:

"Now and again as she played, six-year-old Ginny commented on her new clothes. She told me she has a navy blue dress with white stripes which she plans to wear on 'that day' (the day she will go to her adoption home). . . . Off and on we talked a little about her new family, the Williamses. Finally Ginny said that she thought the biggest day would be tomorrow (the day she was to meet the adoptive family). Then she said that would be the next biggest day; the real biggest day was going to be when she went 'to live at their house.'"

No older child sustains such positive motivation throughout the period of placement and adjustment to an adoption home. For example, from the same interview:

"Today again Ginny played the game of spelling and we went through some of the same words, finally ending with her first name. I used the opportunity to introduce the name of Williams but she did not take it on readily. Instead she said she wanted to have the name Schmidt (her foster parents) but nobody would let her. She told me that this was her Nana's name and the name of all the grandchildren. Impulsively she added that she would be glad to leave because the grandchildren had been bad to her. They call her 'hound-dog' because she eats so much."

Responses of eagerness and hesitation within the same interview are common among children moving from a known family to an unknown one. Some children, however, strongly resist adoption placement, either openly or passively. As one worker reported about a five-year-old girl whose first adoption placement ended after a few months:

"I felt that Marie's silence today was related to fear that I would mention adoption again. As I began to talk about her need of a home of her own, she turned her back and said with protest, 'I don't want any adoption home. I've had enough of them. Mrs. Jones (the social worker) brang me to Mrs. White's (foster parents) and they want me to stay.'"

Child's Feelings of Rejection

Reviewing this matter of the children's readiness we saw that the common denominator in every case was the child's strong feeling of rejection by parental figures. Children said such things as:

"I won't love anybody unless they love me first."

"I have lost all the Mommies I ever had and people think something is the matter with me."

That older children like these have experienced rejection by parents or substitute

parents is a fact of life known to placement agencies, and endless effort has been expended to help children bear it. However, two questions occurred to us. Is it important from a practical point of view to know the origin of the child's feeling? If so how do we find out? Studies of children who have been deprived of their mothers during the early years show that their personality development is deeply affected. But how can we in adoption practice estimate the degree of deprivation felt by the child, the source of the feeling and the extent of damage? In our discussions we agreed that answers to these questions are not only fundamentally desirable in knowing the child's basic needs and potentials, but also crucial in selecting the parents who can further constructive personality development.

The records of many older children, known to placement agencies for some time, are filled with depressing details of traumatic experiences with natural and substitute parents. Ginny's family is described as follows:

"Mrs. Jackson, Ginny's mother, first came to the attention of another agency when she was eleven, following a criminal attack made upon her by her grandfather. Subsequently she was placed in a foster home. At nineteen she was married, but soon separated from her husband and later divorced him. Since then Mrs. Jackson has had relationships with other men, has spent some time in a mental hospital and has never been able to provide adequately for herself and children."

Ginny was conceived while her mother was married to her first husband, but both acknowledged that he was not the father. The first two years of the child's life were unsettled and her care haphazard. Finally the agency placed her in a foster home, but her mother was not ready to consider adoption for her until she was six years old.

Before she was placed for adoption Ginny had lived with six different families, including her own. Her behavior reflected these many changes of parents. She was troublesome at school, was a show-off, had temper tantrums when reprimanded and her achievement level was below her above-average ability to learn. However, in spite of the difficulties Ginny had perseverance and a real desire to achieve. Finally she was placed with a veteran foster mother who for years had cared for babies. Her patience and tolerance gave this child more security perhaps than she had ever known.

The question for us was how, out of the confusion of Ginny's life experience, we could

determine the degree of problem resulting for her from the frequent change of parents, and how we could evaluate the ego strength which by some miracle she had developed. If carefully developed histories are obtainable on older children, the pattern of development is likely to be relatively clear; however, more often than not such complete knowledge is lacking. How then can we know a child well enough to select the best possible adoptive parents?

Discovering Child's Parental Image

The older child always has some image of mother and father, the quality of the image depending upon his age, experience and other variables. Our staff was agreed that knowing the parental image held by the child as fully as possible would be a step toward assessing his ego strengths and weaknesses, in order to select parents able to support the child when necessary and at the same time encourage his independent development. Life with such carefully selected parents would, we hoped, help the child eventually to integrate the contrasting experiences he has had with more than one set of parents.

Our records showed that many of the children over five showed regressive behavior either during preparation for placement in an adoption home or during the early months following placement. This behavior indicated that the child's early dependency needs had not been fully satisfied and that he was attempting to fill a void. Relating this indication of unsatisfied dependency needs to the child's parental image, it would be important to decide whether the image was based predominantly on the painful reality of deprivation or the fantasy of hoped for gratification.

In an attempt to evaluate Ginny's capacity to form relationships we had a psychiatrist see her several times.

Seeking to satisfy the early dependency needs which remained unfulfilled, she crawled on to the psychiatrist's lap, and sucked vigorously on a bottle. This behavior, sandwiched between more mature play, was later repeated with the caseworker. When seen by the psychologist, however, her attitude was characterized

by confidence in her ability. Her answer, when asked to perform a task, was, "Sure, I can do that."

The composite picture then seemed to be of a child who had suffered serious emotional deprivation, yet had gained enough support from parental figures to develop a measure of faith in herself. How then did she view parents? With some trust, perhaps, but certainly as the source of needed gratification who therefore possessed the power to hurt. For some weeks after her adoption placement Ginny stole food from the refrigerator, until she learned that her adoptive parents would give her love.

A telling comment on another child, eight years old, was his irresistible desire to ride in the front of a grocery basket in a food market "as little babies do." The fact that the adoptive parents granted this child's wish, even though he had to be squeezed into the small basket, told him that his dependency needs were accepted. Had they not been, the result for the child could have been unhealthy repression and consequent guilt.

Both of these children, in spite of histories of serious deprivation, seemed to have enough ego strength to permit relationship with parental figures. For Ginny at six there were growth problems of significance. No doubt her greatest need was for maternal love; the significant adult, whether man or woman, to her was "mother." Her object relationships were immature for her age. Therefore, it was important that adoptive parents recognize this, so that they might be better able to give what was required for the child's healthy development.

There are other children, however, whose defenses do not permit expression of dependency needs. Marie, who said, "I don't want any adoption home," was a child with a strong desire to be mothered, but so guilty about this need that she could not permit anyone to be a mother to her. This child is one whom we have not been able to place for adoption.

Providing a "Corrective" Placement

The child who said, "I won't love anybody unless they love me first," actually was mak-

ing a bid for affection. Nevertheless, her experience with parents and substitute parents had been problematic enough to cause significant difficulty, as quotation from the psychologist's report shows:

Figure drawing: Kate, aged five, took a long time to do these drawings. She worried about whether they were right and how they looked. She delayed putting anything on paper until she was certain the psychologist was not going to criticize her. Her first picture was of a man.

She drew the head and facial features and then had great difficulty in drawing the body. She left this man, supposedly completed, without arms, without hair or ears and, significantly, without feet. (Kate had an orthopedic difficulty.) She drew a heavy belt on him; it seemed obvious that this was a penis. The next picture, supposedly a girl, definitely turned out to be a boy and Kate was distressed that she could not make him look like a girl. She attempted to put bangs on him saying, "Joe had bangs." (Joe was her former adoptive sibling.) The placement broke up when Kate was five, after a little over a year in her first adoptive home. This figure looked very much like the first when finally completed. He also had a heavy belt line, his feet were clubbed and the left foot was quite small at first, although Kate said it would have to be bigger. Her own left foot was in a cast. Finally, she drew a house which was quite large and covered the whole page, indicating the importance a home has for her. The door had a large handle which, she said, needed to be big so that it would "open up."

These drawings reveal something of Kate's feelings about herself as a girl and her envy of the boy, especially as we know that the boy was the preferred sibling in the adoptive home. We wonder how inadequate she feels, particularly because of the orthopedic problem.

This child had had a traumatic beginning in life. She was illegitimate, the third child of a rejecting mother, and born with a club foot for which, at the time, proper medical care was not sought. Before her first placement for adoption Kate had been in and out of a city shelter and finally in a foster home. When at the age of four adoptive parents were selected for her, her psychological problems were not clearly identified, and within a year the placement ended. By that time Kate's behavior indicated considerable difficulty in relation to parents.

A nine-months' stay with experienced foster parents, additional orthopedic treatment and consistent case-work help brought her to the point where adoption seemed a good risk. This time, however, the selection of adoptive parents was based on clear understanding of Kate's problems in growing up. Parents were selected who could supply not only healthy relationships but a

"corrective" experience in family living. It was recognized at the time of placement, however, that at some point she might need psychotherapy.

While the older children we have placed for adoption in the last several years have obviously shared the feeling of rejection by a mother figure, the fear of not being loved has differed in degree and expression. In studying these cases, an unexpected idea came to light, that the frequent moves of these children seemed almost preferable to a longer time with a completely rejecting mother. The change of parents often gave them another opportunity for emotional nourishment. This is certainly no argument for frequent moves but simply an observation to be noted.³

Helping Adoptive Parents Understand

Although we are not able to reconstruct in each case what the child's image of "mother" is, from what he does and says we can gain enough information to make possible intelligent efforts to select parents who can understand the child's defensive behavior and the feelings that lie beneath it. To help adoptive parents gain this understanding while they respond warmly requires specific knowledge of the psychological interaction between the child and his adoptive parents. The necessity for parents and agency to work closely together during placement and afterwards until the adoption has "jelled" presupposes parents who are mature and undefensive.

How the child's image of his parents determines his initial reaction to the adoptive home, can be seen in part in the initial phases of placement. Ginny for example, stole food, no doubt feeling, "In case they don't give it to me, I will take it." It had been this child's experience that sometimes "they" give it to you and sometimes "they" don't. Kate, on the other hand, after being a perfect angel for three days, began to provoke her adoptive mother, to disobey, and to have temper tantrums. Fortunately, the mother was able to gain Kate's trust and the

³ Fortunately, these children were spared the additional changes of parents experienced by many children who remain in foster care indefinitely.

child explained that no one had ever loved her and she was bad. Through this mother's ability to bear the child's hostile feelings without rejecting her, a step was made toward interrupting a psychological cycle—the child's feelings of rejection followed by feelings of hostility and guilt and finally the need to be punished.

The experiences of these children led us to see that the contrast between his image of parent and the reality of the adoptive parents must be dealt with by each child. In the early weeks and months following placement our children struggled in various ways to reconcile the variety of experiences with parents. We have seen some children handle hurt resulting from change of parents through denial:

John, age nine and in an adoption home, remembers his natural family but has completely blocked out two years spent with his first foster parents during which time he completed the first grade. He insists that he started school in the second grade and never attended first grade anywhere. This first foster mother deserted John along with her own children.

Some older children placed for adoption temporarily regress as they seek to close the gap between chronological age and emotional growth. Still others test present reality through aggression to see if it is like the past. For example, Paul, seven, fought his way into the adoptive home. As his adoptive father said, he "battled for supremacy" with Bill, the older adoptive sibling. Some children superimpose the ideal parental image on the adoptive parents. However, among the older children referred to here, reconciliation of the contrast between parents past and present was achieved gradually.

In conclusion this brief survey of a limited number of cases has given us a beginning understanding of the psychological complexities in the placement of older children for adoption. It is no exaggeration to say, however, that it has raised an almost endless list of questions, some of which can be approached through case analysis; others require long range research.

On the basis of our limited experience in the past few years we have seen in all older

children placed for adoption a central reality problem which has serious implications for growth. For all of them there is a disruption in family living and often the experience of living with a number of different parents. The image of parents, therefore, is drawn from multiple experiences of a contrasting nature, on the basis of which the child develops a way of making a connection with parental figures. The adoption agency needs to determine whether or not these experiences have so damaged him that adoption is out of the question. If the child's good fortune has provided him with enough emotional nourishment for growth so that he can relate to adoptive parents, it is the agency's responsibility to select parents who not only can provide healthy relationships but who also can help the child interrupt an often damaging cycle of reactions and develop more constructive ways of forming relationships.

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EDITORIAL COMMENTS

New Social Security Act Amendments

THE amendments to Title V of the Social Security Act, approved by the President on August 28, 1958, make significant changes that will greatly improve services for mothers and children throughout our country. The amendments authorize increases in the amounts that may be appropriated for grants from the Children's Bureau to the States. Appropriation increases must, under our system of Congressional action, come through the regular appropriation channels.

The amounts of the grants authorized have been increased as follows:

- for maternal and child health, from \$16.5 to \$21.5 million
- for crippled children's services, from \$15 to \$20 million
- for child welfare services from \$12 to \$17 million

No substantive changes in the law were necessary for maternal and child health and crippled children's services.

For child welfare services, however, a series of such changes has been made:

Services can now be extended to urban children on the same basis as rural children.

Allotment of Federal funds to states will be in direct proportion to total child population and in inverse proportion to state per capita income.

Federal funds will have to be matched on a similar variable basis with state and local funds after July 1, 1959, thus placing increased responsibility on the states.

Runaway children up to eighteen years of age may be returned to their own communities using Federal funds and may be maintained up to fifteen days pending return.

Federal funds allotted but not taken up by a state may be reallocated to other states.

An Advisory Council on Child Welfare Services of twelve persons will be appointed by the Secretary of Health, Education and Welfare.

Few people would doubt today that the social welfare needs of children in our cities are as great if not greater than in the rural areas. This was not true in 1935, when the Social Security Act first became law. At that time rural areas had far fewer and less satisfactory child welfare services than did urban areas. The Act therefore emphasized rural areas to the virtual exclusion of the cities. In the past twenty years not only have public child welfare services been extended and improved greatly in rural areas, but conditions which affect child life in cities have been

changing rapidly as a result of population movements and technological developments. About 60 per cent of all families now live in the great metropolitan areas. Metropolitan centers have deteriorated steadily. In some districts housing conditions are unspeakably bad and recreation facilities are few or absent; families, especially newcomers, may be socially isolated one from another and prejudice and discrimination are still far too common; delinquency is increasing.

Suburban communities which are mushrooming on the outskirts of all these great metropolitan areas have their own problems for children and families. Suburban families do have more sunlight and space, but often sanitary provisions, health services for mothers and children, schools, and recreation facilities leave much to be desired. The current urge toward conformity which motivates behavior in practically every aspect of life in our culture shows up in many of these suburban communities to a degree that seriously limits the opportunity of children to know all kinds of people and to associate with other children of different races, creeds, and economic condition. The nation and the world will be the poorer if children do not have their lives and experience enriched at each stage of their development by encountering the ideas, attitudes, and imaginative contributions to play and work of many children and young people who are not just like themselves. It is these and other conditions of child life in our cities and suburbs that finally brought about the recent amendments to the Child Welfare Services part of Title V of the Social Security Act.

The state departments of public welfare which administer these public programs of child welfare services have now a new opportunity and responsibility to stimulate urban as well as rural communities to undertake comprehensive studies of the scope and organization of these services. The Federal funds to be appropriated in the next year or two should be increased as fast as the states can match them, so that such studies can be undertaken, and professional training opportunities for many new workers increased. There should indeed be no delay in reaching the maximum funds available under the Federal law, for the need to extend and improve both urban and rural child welfare programs is very great.

Testimony at the House hearings on the bill providing for these amendments to

Title V of the Social Security Act made it clear that new scientific knowledge and new methods of medical and surgical care had opened the doors to rapid development of the state programs of maternal and child health and medical care of handicapped children. With the use of the additional Federal funds now authorized for appropriation, many thousands of children now uncared for can be given the advantage of this new knowledge. Current preventive health programs can be extended by state health departments; existing services for crippled children can bring still more children under care; new types of service and new methods of making medical and surgical care available can be developed through organization of "special projects," as in the past. Such projects will also strengthen and, it is hoped, extend facilities for training physicians, nurses, social workers, and other professional persons who work in the public health programs for children, and will offer opportunities for special training for the teams of workers who must meet the needs of children with many different types of handicapping conditions.

One important development might well be the extension of general purpose pediatric clinics to provide diagnostic and treatment services in many communities where none now exist, or to serve as coordinating centers at which children attending highly specialized clinics for crippled or handicapped children could receive continuing pediatric care, including preventive services. Wide-spread extension of such general purpose pediatric clinics could also render greatly needed medical care to large numbers of children who must be considered to face special risks, such as those in the Aid to Dependent Children program, under general relief, or in the care of child welfare agencies, both public and voluntary.

The new funds when appropriated will make possible, then, many kinds of help, both old and new, for children. Not the least of the gains will be the new opportunities for health and welfare agencies to work closely together, each utilizing its special skills to enrich the other's program for children.

MARTHA M. ELIOT, M.D.

*Professor of Maternal and Child Health, Harvard U.
Board Member, CWLA*

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Los Angeles Office
Children's Home Society of California

The author discusses the ending group meeting in adoption, examining it in the context of supervision during the post-placement period as a whole.

WHEN WE began experimenting with group meetings in the spring of 1956, our purpose was to see whether caseworker time could be used more effectively by inviting several couples to come in together for their ending interview.¹ With more children requiring placement and more families needing service, we were confronted with the need to reorganize staff time so as to help as many children as possible while still maintaining sound standards of service.

We found that some time could be saved, although probably not as much as originally anticipated. We also discovered other values in these group meetings with parents as they approached the end of their association with us. Families have learned from one another in the group discussions, and the agency has gained new understanding. The ending group meeting has now become an established part of our regular procedure. We regard it as a significant step in that total process in which an adoptive family is created, becomes integrated and ready to separate from the agency.

Agency Role in Post-Placement Period

To evaluate the usefulness of the group meeting, we need to examine the supervision process as a whole and view this way of ending in context.

¹ Miss Lois Beemer, assistant district director of Children's Home Society of California, originated this practice in 1956. She and the present supervisor and the staff members of the adoptive home division have had numerous sessions to plan and evaluate these meetings and to make them as helpful as possible. The present paper is largely the product of these sessions. Group ending meetings are now an established part of the practice in our Los Angeles office, and are being introduced in other offices in our statewide program. We continue to experiment with content and method of conducting them. Our experience suggests that the use of the group technique in other parts of the adoptive process might also have value.

For some years the Children's Home Society of California along with others in the adoption field, has been interested in examining the purpose and value of the agency's contact with adoptive parents during the placement period before legal completion of adoption. We have tried to make the agency's service in this period as helpful as possible.² We have long recognized and stressed that the purpose of the period is not to "test the placement," and that adoptive parents and child are not "on trial." Such a distorted concept of supervision could damage both child and family.³

The time when the agency carries the heaviest evaluative responsibility is before placement, not after. The decision to make the placement is preceded by a careful study of the applicants' basic capacity for parenthood, during which both agency and applicants share responsibility for making the evaluation. The decision to present a particular child to the couple is made by the agency, with the help the couple have given to know and understand them: their wishes and needs, their capacities for giving, their parental talents and shortcomings. The decision to accept a child at the time of placement rests with the couple.⁴ Once these decisions are made, there should be confidence on all sides that the placement is right and will be lasting.

After placement the adoptive couple carry almost complete parental responsibility for

² Lois R. Beemer, "Supervision After Adoptive Placement," *Casework Papers, 1955*, from the National Conference of Social Work, Family Service Association, 1955.

³ Michael Schapiro, *A Study of Adoption Practice*, Vol. I, CWLA, April 1952.

⁴ The child participates in the decision to join the family to the extent that his age and development permit.

the child. What then, is the appropriate and most helpful role of the agency during supervision? We at Children's Home Society have explored this question as have other adoption agencies, especially in recent years. At the second Workshop on Adoption held under the auspices of the Child Welfare League of America on May 11th and 12th, 1951, the following suggestive statement was made:

"The kind and degree of responsibility that the adoptive family assumes, carries with it confidence in their ability to be parents, so that the period following placement does not usually seem like a supervisory period. Due to the participating and selective basis on which adoptive placements are now being made, *the help needed is with the development of kinship*, rather than testing out the soundness of the placement."⁶ (Italics mine.)

Developing Kinship

We know that integration of a child into a family group does not take place all at once. Time is essential for the development of kinship, whether the new baby is born to the family or comes through adoption. Are there ways in which the agency can contribute meaningfully to the growth of kinship in the adoptive family, or would it take place without us if the placement is a sound one? Need we be more than "friendly observers" in the situation? Does the family really need help to become integrated? Is our role a more active and creative one than merely that of a protector standing ready to rescue the child and family in the rare event that the placement was a mistake, in spite of the care that was put into it; or, in the event that unforeseen problems arise to make continuance of the placement unwise or impossible?

Perhaps these questions have not yet been sufficiently examined in the literature. The Workshop of 1951 suggested that more study is needed of satisfactory adjustments after placement, as well as of those that have not been satisfactory. It also suggested more study of "some of the constructive things that parents have done to create kinship feelings."

We feel that we do play an active and positive role during supervision. In addition

to our protective role, we have a creative part to play in the growth and development of relationships among the members of the newly constituted family. Our visits may be few, but the family knows that we are available and that we are sympathetically aware. The mere sharing with the social worker in an early visit of the exciting and emotionally charged experiences of their first hours with the new baby, the first night, the reactions of relatives and neighbors, the joys, the anxieties, the delayed sense of reality—whatever it was they went through—is deeply meaningful to the new parents. They may not express all this verbally, but they demonstrate it in a hundred ways.

Family-Caseworker Relationship

By the time a child is placed, a close relationship has already developed between the family and the social worker with whom they completed their adoption study. It is the quality of this relationship that enables us to make a contribution to the growth of kinship feelings between the parents and their newly arrived child. It seems very important, therefore, for the same worker who completes the adoption study to carry through on supervision.

During the adoption study, the couple feel the social worker's growing confidence in them as prospective parents as they give of themselves in this serious, intimate and profoundly important endeavor to achieve parenthood. Only gradually, as their confidence in themselves grows in relationship with the social worker, does the feeling of the reality of the coming child emerge. At first he may seem to hold the power to make them parents, but as they experience his understanding or the sincerity of his intent, and the integrity of the adoption agency's purpose as reflected in him, they come to feel that it is their own deeply motivated efforts—what they are in themselves, what they have become as a result of all their life experiences—that are enabling them to achieve parenthood.

Humility is appropriate on the part of all concerned in making an adoption. Yet, the fact remains that adoptive parenthood is

⁶ *Adoption Practices, Procedures, and Problems*, CWLA, March 1952.

achieved through human decision, rather than through the "miracle" of biology. Therefore, it is of great importance to the new parents to be able to show that person whose decision, based on confidence in them, seemed responsible for making parents of them, that this decision was justified. Even more significant is their wish to share with the worker who has been heretofore so closely identified with them in feeling—through all their anxieties, excitement and tentative joy of anticipation—some of the joy of fulfillment, the more stable happiness they are now experiencing.

Within the context of this kind of relationship with the social worker and the agency during supervision, kinship feelings with the child can freely develop. The process could be greatly inhibited if the social worker were a stranger whose approval the family doubted and whose power they feared.

Our adoptive parents are able to share with the worker not only the positive aspects of parenthood, but also some of the frustrations involved in their new role, just as they were able to express their doubts and insecurities during the adoption study. To be sure, there can be rough times during the adjustment period—problems to be solved and difficulties overcome. Occasionally the family may feel great need of our help, but by and large, following a successful adoptive placement, they merely need support.

In time, the family will indicate to us their readiness to separate from the agency.

"We can't imagine that we ever didn't have Jimmie," they will tell us. "It seems as if he has always been with us. Before he came, what did we ever do with our time? We can't remember."

As to their feeling about fertility, which was discussed so much in the adoption study, they rarely think about that now. When they do, it is sometimes with a sense of shock. If they had had a child by biological process, it wouldn't have been Jimmie! Unique individual that he is, he had become their very own. When they begin to talk like this, it is about time for them to go to court.

Thus, we see the role of the agency during the post-placement period as a continuance

of its role during the adoptive study and placement. It is all one process, having as its goal the creation of an integrated family group by bringing together a mature, happily married couple wanting and needing a child and a child needing parents, and helping them develop kinship.

The Group Meeting as Ending Contact

The group meeting is the last of our post-placement supervisory contacts before the parents go to court. How does it help to fulfill the purposes of supervision and fit into the total process of making an adoption?

The group meeting is a kind of "graduation exercise" for the adoptive families. A couple is invited to attend when all current problems have been reasonably well resolved—that is, when there seems to be no further need for individual interviews. While it is possible to schedule additional individual interviews after the group meeting should the need arise, we rarely find it necessary.

The meetings take place in the afternoon between 3:00 and 5:00. Usually, seven to ten couples are invited. They bring pictures of their children. The social workers who have worked individually with these families are present, and the supervisor of the adoptive home division usually acts as group leader. Sometimes other staff members participate, making a group of three to six staff members and fourteen to twenty adoptive parents.

We invite all couples who are ready at the time; usually it is a balanced group, consisting of some who are adopting their first child, some their second, and some who may have a natural as well as an adopted child. The atmosphere is festive and light refreshments are served. The children whose pictures are proudly displayed are mostly infants and toddlers, but there may be an older child or two among them. Since the agency is nonsectarian, all races and creeds may be represented.

Content of the Meeting

After introducing the staff members we ask each couple to introduce themselves and tell a little about their child or children. The children's pictures are passed around. We tell

the group that this is their meeting and we hope they will do most of the talking, although the leader will have a few questions to set off discussion. The leader tells them how good it makes us feel to meet with them today; we hope they will share with all of us the things that have been meaningful to them in this experience of becoming parents through adoption, not only the bright spots but also the things that have been hard, problems that may have come up or that they may be anticipating. If there have been hurdles they successfully jumped, perhaps they could share with the others how they did it. And we will enjoy hearing about the fun they have had, too.

Our discussion consists of little that is new or different from what we discuss throughout the adoptive study and supervision in individual contacts with the families. But their being together in a group affords them an opportunity to share the material that is pertinent to adoption in a way which seems to give it new meaning. They have much to offer one another from their experience with adoption up to this point. As a result of the group interchange, some of their ideas become reinforced and others modified.

There are a few basic topics we definitely plan for these group discussions:

- when the child seemed to become their very own
- telling a child of his adoption and about birth
- natural parents and what meaning they may have to an adopted child
- often, though not always, the adoptive parents' feeling about infertility
- procedures involved in the legal completion of adoption

Beginning Feelings Toward Child

After the introductions, the children's pictures, and the pleasantries, we usually begin the serious part of the discussion by asking, "When did your child first seem to become your very own?" Sometimes they are a little slow in warming up to this question, but ultimately some very interesting answers develop. We invite the parents to think back to the day when they first met their child, the day they took him home, their first night with him, the first days and weeks and all

that has happened up to now. Some will say the child felt like their very own from the moment they set eyes on him, and will add that they had waited so long and so much had been put into their preparation during their adoption study, that there was nothing strange about him even from the very beginning. Others will recall the anxiety and feeling of "greenness" when they first took charge—the fear of doing something wrong, the tip-toeing around; then the slow growth of confidence as they found themselves able to meet his needs; and the feeling of secure belonging that gradually grew in them.

One mother told us about the night her baby had croup. She was up with him for hours and was finally able to soothe him; then he seemed more her very own than ever before.

A father told us about the time he accidentally pinched his little girl's finger in the door. He had been through the war and had had all kinds of horrible experiences, but none had aroused comparable emotions. The feeling of responsibility went to the very core of him. He thought this was the first time he really knew how it felt to be a parent.

Sometimes parents who have a natural child will tell us of their beginning feelings toward that child, as compared with the feeling of parenthood toward an adopted child. From such parents the group will hear at first hand that there is no essential difference in the long run between parenthood by adoption and parenthood by the biological process. Each child is a unique experience in parenthood, but the essence is the same. The natural-born child is often a stranger to his parents for the first few days. It is as they experience caring for the child, as they begin to give of themselves, that relationship and the sense of belonging grow.

The answers to the question "When did the child first seem to become your very own?" will be varied, but they lead to one basic conclusion. These people are parents first and foremost, parents by virtue of a relationship that has grown and is continuing to grow, not by virtue of the particular way their child came into their lives. If the parents do not verbalize this conclusion themselves, one of the social workers or the group leader can do so on the basis of the things the

members of the group have been telling about their feelings toward their child.

With this concept of parenthood well established, the discussion moves easily into a consideration of related questions. We discuss the child's beginning understanding about being adopted and about being born, how the parents have been helping him with this, and how they see themselves handling the child's questions and feelings as he matures. A rich variety of stories, often tinged with humor, sometimes very touching, will come out of this discussion.

Some of the children are too young to have given much thought to being born, but there will be some three- or four-year-olds who know quite a bit about it. Their education may have been facilitated by readings by their parents from such books as *The Family That Grew*,⁶ or perhaps they become wise through ordinary, everyday experience with a mother cat, or an Aunt Nellie who "had a big tummy and after a while a baby came." We learn from our groups that the concept of babies growing in tummies can be mastered quite early. Some children, in fact, are more sophisticated. The four-year-old son of one psychiatrist told his companions, "Babies don't grow in tummies, they grow in uteruses!"

Those old enough to talk usually have the word "adopted" in some form in their vocabulary. They love "the big white house"—our agency. They know the story of how their parents came here to get them, embellished with those true details so much more enchanting and romantic than any of the regulation adoption stories.

Jimmy's mother was so excited the day they came in to meet him that she forgot to take the curler out of her bangs. Daddy stayed home from work for two days and went back late on the third because he couldn't resist staying until after the bath. There are lots of pictures to preserve and highlight that memorable day when they took him home. Then, when all the family comes down together to see about getting sister, he is reminded again of his own adoption story.

Some parents, whose children are still very young, may ask, "How soon do you start telling them the story?" Others may reply,

⁶ Florence Rondell, Ruth Michaels; Crown Publishers, 1956.

"Well, from the very beginning." One exuberant young mother demonstrated dramatically for us the conversation she had with her month old baby:

"Daddy and I waited for you for a long, long time. We hoped and prayed, and finally one day, Miss Warner called us. We went down to the big white house and there you were. You looked at us and smiled and said 'oooh'—we knew you meant you wanted to come home with us, and we are so glad we adopted you."

There is nothing wrong with talking like this to a month-old baby, letting him gather what loving meaning he can from the tone of your voice and the way you are holding him—and a little later from the way your eyes shine, your smile and the sound of your words. Some couples listen to this with some surprise and say they haven't done it yet with their child. Others admit they felt self-conscious talking to an infant at first but plunged into it, wanting to try out what the social worker suggested. It wasn't so hard after all. One father said he thought it does more for the parents than the baby. It gives you practice in confiding in the child that will stand you in good stead later.

And what does the word "adoption" mean to a young child? Peggie's mother had an answer:

Peggy is three now, and when she was tiny her mother used to say to her from time to time while rocking her, "I'm so glad I adopted you." One day, recently, she just happened to say it that way again, and Peggy replied, "I love you, too, mommy."

A Child's Questions about His Origin

On the day Charlie's parents came to the meeting, the group learned quite a bit about one small boy's tug-of-war with some rather complicated concepts and feelings:

Charley is four. He has a nine-months-old sister, Jean, for whom he and his parents were soon to go to court to finish the adoption, just as they had done for him. Charley's mother told us that during a recent visit with the social worker, Charley, at play in an adjoining room with Jean, heard the social worker talking with his mother, something about adoption and babies growing in the mothers' tummies. When she was gone, he startled his mother by inquiring, "Did you grow me?"

She answered, "No, don't you remember the story I read you? I couldn't grow a baby, but daddy and I always wanted one. Another lady grew you for us, but you are our very own little boy." He wanted to know then who grew him and "Where does that old lady live?" His mother said she didn't know, and again emphasized, "You are my very own little boy." She spoke

of the adoption story and reminded him of how they had gone to the big white house for Jean. He then wanted to know who grew Jean.

She suggested that they might ask the social worker. He wondered then if perhaps the social worker herself grew all those babies. His mother brought him back to the story of how he came to them, how she had always wanted a baby and could not grow one, and so they adopted him and God made him their very own.

He wanted to know then why she couldn't grow a baby, to which she replied simply that she didn't know, God just didn't grow a baby in her. Then, no doubt sensing something in her tone, he said sympathetically, "Oh, poor Mommy." Charley is an imp, but there is tenderness in him. Some days after this he brought the subject up again, unexpectedly, out of a clear blue sky: "If I'd known you didn't grow me, I'd have cried." Sweet and just delicately provocative, his remark produced the desired response in Mommy—a hug and the assurance, "You are my very own little boy and you know it."

Not all the little children go into such matters as deeply as Charley did. However, it seems to be helpful to adoptive parents to hear at first hand the questions one child asked and how his mother answered them. Young children are likely to have rather bizarre notions about their biological beginnings, no matter how carefully we try to explain.

To the young adopted child, his biological parents as such have little emotional significance. What does matter is how his *real* parents feel about him, and about the way he came to them. We know that for parents whose children are born to them, the experience of conception and pregnancy has profound emotional meaning both to the mother and the father, and contributes to their subsequent relationship with the child.⁷ We are convinced that, similarly, all the longing, the hopeful anticipation and thoughtful self-examination that adoptive parents put into the process of getting their child has a great deal of meaning in their subsequent relationship with the child.⁸

The Older Child

From parents in the group who have older children, we get some interesting first-hand

⁷ Irene M. Josselyn, M.D., "A Psychiatrist Looks at Adoption," from *A Study of Adoption Practice*, Vol. II, Michael Schapiro, CWLA, April 1956.

⁸ It is the emotional value, more than the legal security, that makes them glad they worked through an agency rather than trying some more casual "independent" method of adoption.

information about what these children say and how they seem to feel about their natural parents. Those in the group whose children are still very young find these accounts helpful and reassuring.

One mother expressed concern about how the child will feel when some kid at school throws adoption up to him in a hostile way. One of the adoptive fathers replied that he himself was adopted, and his parents had always made him feel good about it. He remembered that the first time a girl at school made fun of him because he was adopted it was as if she had called him a jerk, but it didn't throw him.

The child who is really secure can take it in his stride.

We invited two Caucasian families who had adopted children of mixed Oriental and Caucasian background to one of our meetings. One was a family with two preschoolers. The other family had two boys, fourteen and ten; the younger one, Gerald, was part Japanese and part Caucasian. These parents told of the younger boy's experience at school.

One day Gerald was called a "dirty Jap." His brother started to fight the name-caller. Later, their teacher gave Gerald an opportunity to tell the class about Japan. Ultimately, Gerald was elected president of his class.

Almost all of the families have run into some unpleasantness on the part of malicious or tactless acquaintances: the woman in the grocery store, for example, who wanted to know if the Jones's adopted baby was illegitimate. The couples reinforce one another as they tell how they handle such experiences. By now, our staff has a rich repertoire of stories derived from past meetings with which to augment the ideas and illustrations that parents produce from their own experience.

One of the outstanding values we have found in these ending meetings is learning from participation with the group. We encourage the parents to help us understand what our service has meant to them. On this "graduation" occasion these happy people want to throw many verbal bouquets. We know the praise is offered in deep sincerity, but we encourage them to tell also of their frustrations with respect to parenthood as well as in their dealings with the agency.

To some extent they will offer suggestions and constructive criticism. For example, a favorite topic is our placement process, which usually takes place in two days, one to meet the child and the next to take him home. Some couples feel that the two-day process was helpful both to themselves and to the child. Others found it excruciating. Still others, who did receive the "one-day treatment," will tell us they found it completely satisfactory. Few have complained that they did not have sufficient time to make their decision and ready themselves for the tumultuous experiences to follow. From these discussions we have gotten some new points of view about our practices. Our conviction that rigid procedure should never be prescribed has been substantiated, although we still find value in having a basic guiding structure.

Sometimes it is difficult to bring the discussion to a close. People will say that they wish they could get together again in five years and see how the ideas discussed today are working out. We end our group meetings by discussing the court procedure and its

meaning, and filling out papers to be used later for securing the amended birth certificate. Often the group is so stimulated that they continue the discussion out into the parking lot.

In Conclusion

We feel that this kind of group experience as the ending contact with the agency has special value for the families. Their first contact with the agency—some eons ago from their point of view—was also in a group meeting. They can now look back on all that happened, all they have put into this endeavor, and what it has meant to them. They spontaneously tell how happy they are and how lucky they feel, and we express our feelings to them.

The opportunity to express themselves in this way about experiences they have in common strengthens and enriches the couples' image of themselves as parents and contributes to their feeling of kinship with their adopted child. This meeting dramatizes their separation from the agency, and the important step by which they are about to become just parents, all on their own.

A PROJECT IN STAFF TRAINING

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Mrs. Wolfrom suggests an on-the-job training program utilizing individual and group conferences as one approach to the problem of shortage of trained staff.

THE scarcity of social work personnel to effectively carry out agency programs is a matter of serious concern. How many supervisors and administrators have not said, "If only we had even one more staff person we could do a better job"? We are concerned with "uncovered loads," and are constantly looking for ways to bridge the gap between what would seem to be adequate staffing and what we actually have—in many instances a minimum number.

Plans to alleviate personnel shortages involve both temporary and long range measures, both of which require thoughtful planning and creative experimentation. Some agencies, particularly child welfare services in public agencies, have tried to solve the problem by "underfilling" positions—that is, using untrained child welfare workers where the job description calls for a worker with one or two years of graduate professional training. The agency frequently indi-

cates the person underfilling will have to leave whenever someone who qualifies is available.

Liabilities of Underfilling

Is this a realistic attitude? The National Association of Social Workers recruitment material points out that ours is a field where worker opportunity is unlimited. The Council on Social Work Education estimates that the country will need at least 50,000 additional workers in the next ten years. Many social workers who have decided to seek a new job have been overwhelmed by the number of opportunities that come their way. It appears, therefore, that social work agencies at the present time may be ignoring one of the basic social work concepts—the facing of reality.

Another consideration is what the practice of underfilling does to the worker who takes such a position. It seems to me that tacking on the word "underfilling" to his role puts an additional psychological burden on the worker over and above the normal stress of learning a new job. Since social workers are human, adding this strain can only create anxiety, which is not conducive to optimum learning.

I believe we can develop a far more realistic approach to this problem. With this in mind, our county office,¹ with full backing and help from the state office personnel of the Washington State Department of Public Assistance, has experimented for the past three years in a child welfare training program. There are two voluntary agencies in the community who do specialized services, but the bulk of child welfare services is the responsibility of the county office. Because of this, we have a continuous request for child welfare service and therefore cannot wait for workers with professional training. We have learned several things which we believe would help other agencies in considering a

¹ Yakima County in Washington is the fifth largest county in population in the state, but fourth largest as far as public assistance grants are concerned. It is largely a rural area with a varied farming economy including many different crops and large acreages in fruit. There are several small communities but only one city of any size—Yakima, with a population of about 40,000.

similar plan. Although we do not claim that it is the only way, we have had enough success to believe it has merit.

Prior to our experiment in training, our office became increasingly aware of the kinds of service that could be offered "if only we had trained workers." At no time, however, did we have more than two workers with any professional training in social work. Thus we fell into the practice of filling the vacancies with untrained personnel, giving only a minimum amount of thought to the problem of training. Our major planning went into keeping the case loads covered, so that new workers frequently had to try to work with large case loads and at the same time learn what child welfare was all about.

Experimental Training Program

After due consideration, we decided that with positive planning we could offer training which would permit workers to operate within their limits, and be of help to the children. During the first year we had only one worker in our training program. Since then we have had two, and occasionally three workers at one time. Because of the advantages of having more than one person, this description will be limited largely to the program as worked out for two or more workers new to child welfare.

We select workers for child welfare after they have had at least a year of practice in public assistance. They are chosen from the workers who apply for a transfer from public assistance to child welfare. This offers several advantages. We can do a better job of selecting workers with potential for continued progress in social work after seeing how they operate on the job. Also, it eliminates the necessity of teaching the responsibilities entailed in establishing eligibility for public assistance since they have already demonstrated this ability. In addition, the worker has some understanding of child welfare service through orientation to the total agency program.

Because every public assistance worker has one or more cases that he believes should be transferred to child welfare services, we

have also found it helpful to let the new worker—the trainee—in child welfare bring with him to his new responsibility one or more cases that could appropriately be child welfare cases. Examples of this have been a child in an ADC family who is not talking at the age of five, or a young ADC mother of seventeen whom the worker had been helping with her future planning. This procedure has the advantage of leaving the trainee with some familiar cases while he gets to know the new ones.

In the beginning stage, the trainee is not given a whole case load. We have found that in the beginning, he can carry only about twenty children's cases.² This may seem too many, but we emphasize that although we believe in protecting the trainee, we expect him to carry his load not as a student but as a productive worker. (Our usual case load averages about 60–70 per worker.) The case load can be selected to include a variety of situations, giving the trainee an over-all picture of the child welfare program. In our county these include mainly protective services, foster care, unmarried mother services, inter-agency home studies and services, as well as certification of boarding and adoptive homes.

Conferences

Weekly conferences with the individual worker are arranged with full opportunity for talking to the supervisor in between conferences, especially in the beginning. These conferences usually center on individual case situations where the trainee needs help in reaching a sound decision. Individual trainee's strengths and limitations in casework can also be given special attention. In these conferences the trainee begins to see how his own concerns affect his work, and can share with the supervisor the impact of self-awareness.

In addition to the individual conferences, we have group conferences with the two or three trainees, as well as weekly meetings

with the total child welfare unit. The emphasis in the group conferences is on general information that all the trainees need. This training program is planned for about a year, with an average of about three meetings a month. Emphasis is placed on learning by active case material and situations are chosen that are appropriate for the group method of teaching. A typical program in our county follows: The first meeting usually involves consideration of card files, forms such as authorizations for foster care or medical examination, case counts and other desk material that may be unfamiliar. We follow this with a general discussion on philosophy of child welfare, emphasizing the rights and needs of children and how the child welfare service is an integral part of the total public assistance department services.

In later meetings we learn to read records for diagnostic clues which may help formulate casework plans with clients, and to write summaries for the medical profession or for other agencies. We also devote time to an understanding of how culture, economics, and other factors operate in given situations. Some meetings are centered on work with agencies with which our office works closely. For these we invite representatives from those agencies to talk with us or have field trips to neighboring institutions or group homes for children. We also discuss examples of all types of child welfare service cases to give the total picture of the agency's program.

Included in the year's plan for training through group meetings is discussion of the dynamics of development of children at different ages. Supplementary reading of appropriate books and periodicals as well as of cases is helpful for these discussions. In addition, workers on the staff serve as resources. For example, when we discuss boarding home and adoptive home application processes, the staff member who has major responsibility for this area of work meets with the group.

Special Uses of Conferences

Using both the individual conferences and the group meetings as teaching devices has

² In a time study made in the children's division of The Illinois Department of Welfare in 1946, it was found that no matter how large a case load was assigned to a worker, he could give service to only 31 clients in one month.

special merit in the training of beginning workers. The individual conference can be used to bolster up a shy worker and give him the confidence to express himself more positively in the group. In the group meetings, feelings about clients which would interfere with giving real service often show up clearly, though they are not evident immediately in either recorded material or in the individual conference. At times the group discussion itself can help this worker understand or at least become aware of these emotions. This is a decided advantage, for the supervisor can then help the worker in the individual conference by picking up the discussion from the group meeting. To handle this material in the group meeting, other than in a very general way, would be too threatening to the worker's relationship with the other trainees. As the group becomes a working unit, the members can often help each other by putting across to a questioning worker a technique or concept that he has been unable to accept until it becomes apparent that the rest of his colleagues do accept. This must be followed up in the individual conferences.

We no longer consider our training program an experiment, but rather an integral part of our over-all program. Recently one of the trainees named our group meetings the "training conference" as distinguished from his individual conference.

Problems Encountered

We can cite a few pitfalls in working out such a training plan. In no way should this type of program become a substitute for graduate training. The trainees are working in an agency and must be expected to perform on the job and not as students. Because of this, all material studied must be specifically related to their cases. Secondly, time must be allowed in their work schedules for reading of appropriate material, since it is a part of their job. Another problem is that it is not always possible to give the proper protection to the trainee in the assignment of cases. Occasionally a situation arises which the trainee is not ready to handle. In

such an instance the supervisor must allow more time for the individual conference.

The supervisor working with this type of plan must have ability and interest in the teaching aspects of supervision as well as skill in leading group discussions. The total staff has to accept the plan, since in the beginning they may have to carry more than their share of the work until the trainees are ready to assume full work loads. By taking time for training, however, we find the trainees able to assume responsibility for a full case load in six to nine months. Allowance needs to be made for differences in ability to assimilate learning by individual workers. Because of this, the time for assigning a full case load to each worker should be flexible.

Advantages of Group Conferences

There are many advantages to group conferences. Foremost is the positive attitude that workers are not underfilling positions but being trained to do the job. The confidence gained in discussion in the training conferences helps the trainees become a part of the child welfare unit. We find that they then can contribute their thinking more quickly to the total child welfare planning. Secondly, the supervisor's time is better utilized when he teaches two or three at a time rather than one, since everything that would have to be taken up individually can be discussed in the group. Thirdly, the members of our staff who have been through our training program have been found to be better equipped for study at a graduate school of social work. And finally, we find that members of the whole unit are stimulated to develop themselves and improve their own techniques when associating with the group that is actively doing so as part of their job.

In summary, therefore, we believe that our concentration on training has benefited the agency. Through this plan we have gained more competent workers, who have greater security in knowing how to do their work. The end result has been high quality services for our clients—the primary aim of any social agency.

BOARD MEMBER PAGE

A NEW SALARY STUDY

Board members concerned about the matter of salaries will be interested in the pamphlet on this subject, prepared by a National Social Welfare Assembly Committee on Personnel, from which we quote briefly:

"Now the hard facts of our economy and the labor market have caught up with social welfare. The field is confronted with the economic reality that a wage, commensurate with professional standards and the high cost of professional training, is necessary if social work is to attract and hold on to competent staff. Boards of Directors must be willing to consider salary levels in this light.

Questions Before the Board

"Boards and Executives of social agencies should ask themselves the following questions as they set out to determine the adequacy of their salary plans:

"Does our agency plan provide for an objective classification of positions? Do the salary ranges assigned to each of the categories take into account such factors as education, training, experience and the degree of responsibility inherent in the position?

"Do the salary ranges compare favorably with those in other professions and in industrial positions that demand comparable education, experience and responsibility?

"Does the agency's plan give assurance to staff that there will be continued recognition of the development of their skills, abilities and achievements?

"Does it provide for regular increments sizeable enough and of sufficient range to attract, hold and stimulate staff members?

"Does it include adequate supplementary benefits such as sick leave, health insurance and a pension plan that assure reasonable security and protection to the employee's family?

"Does it provide for periodic review of existing practices?

"Does the agency take note of economic trends and changing circumstances and adjust its salary plan accordingly?

"Does the plan encourage and facilitate professional growth by allowing for conference attendance and time off for additional study?"

For this pamphlet, which sells for 15 cents, write to The National Social Welfare Assembly, 345 East 46th Street, New York 17, N. Y.

CONFERENCE CALENDAR—1959

Eastern Regional Conference

February 5, 6, 7

Hotel Claridge, Atlantic City, N. J.

Chairman: Alan Bookman, Director, Casework

Services

Jewish Child Care Association of Essex County,

990 Broad Street

Newark, N. J.

New England Regional Conference

March 5, 6, 7

Hotel Statler, Hartford, Conn.

Chairman: Mrs. Natalie Dunbar, Director of

Casework

Children's Friend & Service

95 Fountain Street

Providence, R. I.

Midwest Regional Conference

March 12, 13, 14

Sherman Hotel, Chicago, Illinois

Chairman: Robert I. Beers, Executive Director

Lake Bluff Children's Home

200 Scranton Avenue

Lake Bluff, Illinois

Central Regional Conference

April 9, 10, 11

Hotel Statler-Hilton, Buffalo, New York

Chairman: Miss E. Marguerite Gane, Executive

Secretary

Children's Aid and Society for the Prevention of

Cruelty to Children of Erie County

330 Delaware Avenue

Buffalo, N. Y.

Northwest Regional Conference

April 12, 13, 14

Vancouver Hotel, Vancouver, B. C., Canada

Chairman: Mrs. Gordon Selman

5968 Collingwood Street

Vancouver 13, B. C., Canada

Co-Chairman: Mrs. Douglas W. Orr

3630 Evergreen Point Road, Bellevue, Washington

Southern Regional Conference

April 23, 24, 25

Columbia Hotel, Columbia, S. C.

Chairman: Mrs. Deborah Southerlin, Chief, Div. of

Child Welfare

State Dept. of Public Welfare, Box 1108

Columbia, South Carolina

Southwest Regional Conference

June 2, 3, 4, 5

Cosmopolitan Hotel, Denver, Colorado

Chairman: Miss Jeanne Jewett, Administrator

Child Welfare Division

State Dept. Public Welfare

State Capitol Annex, Denver, Colorado

National Conference on Social Welfare

May 24-29

Hotel Sheraton-Palace, San Francisco, California

Chairman: Miss Jeanne Jewett, Administrator

State Public Welfare Commission

1400 S. W. Fifth Avenue

Portland 1, Oregon

Co-Chairman: Raymond W. Riese, Child Welfare

Director

State Public Welfare Commission, Portland 1, Oregon

FAMILY PATTERNS OF THE FUTURE*

Ruth Landes

Visiting Professor
School of Social Work
Los Angeles, Calif.

THERE WAS a time before the Second World War when we predicted the size and the form of families. The baby boom has thrown out the first calculations; wars and the nearly universal employment of women tend to confuse the second. This means not that the calculations of the depression period were wrong, but that we must concentrate upon interweaving trends for long-range forecasting rather than upon selected aspects.

As Americans, we are committed to a prime basic value—democracy—which means that all people are entitled to equal opportunities to secure desired ends through work, education and service, and are equally responsible for contributing to the common good. That is, American democracy means social equality.

And yet in many circles, genealogical histories and achievements are stressed, and so are culture, talent, financial and, latterly, professional success, a sense of responsibility for some community activities, a strong sense of aloofness from others, and a parochialism that demands a preferred religion—Protestant, a preferred race—white, a preferred nationality—northwestern European, and a preferred sex—male. The ideal American is not a woman, nor a man and woman as a couple, but a man, usually young. To be a free white male of twenty-one, of English descent and Protestant faith, with a good education and possibly some inherited means meant until only recently to be a king of the universe. These attributes were regarded as innate qualities to be handed down. Until the Second World War these beliefs held, though the social structure had actually been at-

tacked by the Great Depression and then by the federal relief agencies.

Advance of Equality

By what means are we effecting equality? The immediate instrument is education—public education which is being made ever more available through college and even through professional schools. Peter Drucker notes:

"College education in the U. S. is rapidly becoming 'general' education. . . . Today we have 3 million students in colleges and universities. By 1975 the college population will be at least 7.5 and perhaps as many as 12 million—a little less than 50 percent of the eligible age groups. The jump in high school graduates alone—20 percent of the eligible age group a generation ago, over 80 percent today—would make inevitable such an explosion in college enrollment."¹

For our purposes the point is that higher education, understanding and social grooming are being made available to all Americans, regardless of their origins—and this produces effectively the social perquisites and characteristics of one class with one outlook.

The great constant that persists from the past into the indefinite future is that only one sex bears the children and is regarded therefore as relatively incapacitated during the child-bearing years, requiring the protection of a mate.

Of course no one can say precisely what the family of 1988 will be like, since trends at times reverse upon themselves unpredictably, but barring cataclysms we can guess that authority will be shared interchangeably by both parents, instead of being ranked as heretofore. Women will be increasingly re-

* Given at CWLA South Pacific Regional Conference, Los Angeles, on March 15, 1958. Dr. Landes' original speech has been cut because of space limitations.

¹ *America's Next Twenty Years*, New York: Harper and Brothers, 1957, pp. 52-53.

sponsible as alternates or partners in financial aid, and men in domestic cooperation, and children will be brought up according to these more elastic models.

Thus, the woman who begs off from work outside the home, and the man who does so from duties within the home may both be failing to meet their full responsibilities. Alcoholism among women is now on the upgrade, although not "dramatically over the last two decades."² For our purposes this means that women are manifesting one of the worse disorders of men.

It would be interesting to balance the material on female alcoholism with comparable material for men but this is not feasible, chiefly because the great virtues and vices of our civilization have been defined in terms of male performance, for to men have been attached our greatest rewards, obligations, privileges and general esteem. With the real broadening and deepening of American social equality, the pressure of all expectations for men should be lifted as it is increased for women. Equality has found suitable phrasings among less complicated people than ourselves. The Papago Indians of the southwest, for example, honored a woman who had just given birth as they honored a warrior who had just slain an enemy; incidentally, both jobs were viewed as unpleasant and dangerous.

Possible Results of Equality

It may well be that sex equality, in the sense of identical social function, is not feasible for all of our society if it results in disinterest in family life. The family is the only institutional device we know of for perpetuating population and traditional values and practices in an orderly fashion at the most intimate level of satisfactions. I say "our society" to safeguard myself, but actually I know of no other society where the sexes perform substantially identical social functions within the family frame.

² Edith S. Lisansky, "The Woman Alcoholic," *Annals of the American Academy of Political and Social Sciences*, January 1958.

Most societies specialize their men and women towards the end of family-making, and this works if people feel rewarded thereby. People have to be persuaded that marriage and family-founding are good things. This seems to have happened in present-day America and is, I would guess, the stop we now exert upon our sex equality trend. Statistically and observationally, it seems evident that young Americans like the idea of being married and of being parents. According to statistics, more people now are married at all ages than ever before in our history, and we are now in a baby boom that upsets previous calculations providing for education, housing, employment and recreation. Drucker speaks of "the birth rate [as] the most important economic event of the last few years . . . [it] was contrary to all expectations." But he finds it characteristic of America. To quote again from Drucker's clear formulations,

" . . . well over 4 million babies have been born in this country every year since 1954—the largest baby crops ever. . . . What now appears to be true therefore is that the low birthrate of the depression decade was a freak. The higher birthrate which reasserted itself in the early Forties now appears to be the normal rate at which the American people reproduce themselves. Only about 10 years ago the Census Bureau, misled by the depression figures, predicted that the American population would become static within a few years and start to decline soon thereafter. But now we can say with some certainty that nothing short of a tremendous catastrophe—that is, an atomic war—could possibly stop or even slow down the growth of the American population for the next 20 years."³

Implications of Divorce

Our high divorce rate seems to Europeans to be ammunition to be used against us. But I find that even American divorce testifies to the American love of marriage and family. The incidence of remarriage within five years after divorce is so high as to be an almost expected sequel, and we all know people who have been divorced not once but repeatedly; they are not really censured for this, and themselves desire nothing more

³ Peter Drucker, *op. cit.*, pp. 1-2.

than to be married again and even start families again. Faith and determination are as high in the new marriage as in a new business. This is overlooked by critics who have long been gloomy over an alleged disintegration of family life suggested to them by the divorce rate and latterly by the delinquency rate. In earlier centuries war, disease and poverty were held liable, yet we still have the family with us.

Such critics overlook also the fact that modern divorce replaces the separation that death provided in earlier periods, when the average span of life was twenty to thirty years less and mortality in general was far higher. Those of our contemporaries who have been divorced ten and fourteen times are only freakish versions of the normal possibility—in their way no more so than couples living out a hostile lifetime under one roof at opposite ends of the house without exchanging a word.

Divorce is easier now for a number of reasons, such as the greater readiness of women to shoulder economic burdens, the greater economic and career opportunities that await them, and the greater readiness of men to marry older non-virgins.

Effects of Divorce on Children

How does all this look to children? We know that the step-relative terms no longer carry the animus brought over from Europe; today the usage is friendly and almost casual. Divorce and remarriage often affect the child constructively rather than not. Among some, the present stress on friendly severance of spouse ties, and on cultivating friendly ties between parent and separated child seems to be creating a family institution where there may always be one mother but several fathers, only one of whom will be living in the house as the mother's current spouse. This is not necessarily seen by the child as alarming and may in fact be reassuring, especially if the own father was experienced as frightening. Love is welcome even if it does not come from the biological father.

We no longer scorn the divorced as moral failures because there are too many of us.

Now we regard divorce as an expedient of repair, as a means of equality and betterment, and this is how many children seem to take it. Marriage counselors in the daily press urge it, by my readings, at least once a week. Unlike the not too distant epoch when marriages were arranged for worldly ends, people marry today because they want to love each other, and, because of that love, they want children. If the partner proves unreliable, the desire for love persists. Divorce is the tool that allows more favorable conditions. Children often grasp this.

The biological parent and child plus the step-parent and perhaps step-child resulting from divorce or death will undoubtedly be reworked into a new kind of extended family by 1988. This will be viewed as offering ever new opportunity, with responsible checks, to men and women of a wide age range. Divorce will be linked readily to belief in the institution of marriage. A man who petitions to adopt his new wife's child underscores his devotion to the new enterprise.

Thus, American marriage is growing to resemble the stabilized romance of the old Hollywood films for which the Europeans deride us. Europeans say that life is real, life is earnest, and romance is for holiday week-ends only. But we Americans have reduced the work week to the point where recreation now is also important in planning. Consider that the reduction of the work week in American industry from unlimited hours to forty-four and forty hours after the First World War coincided with the fabulous rise of Hollywood filmdom and with the firm inception of American divorce statistics. All reflected the American assumption that life should be happy—and, spurred on by convictions of equality, we all set to work to make it so. To this was added the liking for change and for newness, within reasonable limits, and the rejection of despair.

How will children of divorced and reconstituted families function in adulthood? American children learn that parents divorce because love has gone astray. They know that the emphasis of marriage vows has long been altered from "obey" to "love." If we

turn from condemning divorce to a more dispassionate examination, we see that in America it focuses more and more upon the fulfillment of "love." Our people are vulnerable on that score, wanting to give love, to receive it and to be assured of it. What sentiment Europeans invest in friendship, our people invest in marriage. This is a novel feature of marriage, an American invention as it were. Europeans marry for propriety, or did so until World War II, following class and other social directives. But Americans, pursuing happiness, have thought differently for decades.

Europeans worry yet over the likelihood that American women share the saddle with men. We have passed beyond this however to consolidate the position that may be reached by 1988, that marriage partners love each other as equals. American divorce is only the other side of this, for love must not be killed. If divorce still served the ends of property or of male authority, it would still be rare and difficult, as it was until recently in England.

The children of divorce also marry, and for love, and often they do not divorce. Therefore, I believe that the family of the future will be a family of warm kindness, even with a first or second step-parent, or it would not be constituted in the first place. It will be judged by this standard, reflected in court and agency rulings. And all children will sense this, both the fulfillment and the deviation, and will be helped by social agencies to experience it. I am concerned here with norms and trends, not with distortions which will be handled by coordinated instruments of social psychiatry.

Elimination of Race Prejudice

Before the Second World War, discrimination against Negroes was enjoined by law in some states and by custom in others, in known violation of our traditions and of our Constitution. The Supreme Court decision of May 1954 has rendered this illegal in education and reprehensible in general, and some states have passed punitive legislation. Public opinion of white and colored is widely marshalled.

Intermarriage is expected, even in the old South. We see social and marital mingling of races in every great city, especially outside of the South. Parents who worry today over this may as well face the fact that children are acquiring the attitudes proper to their times, often far in advance of adults.⁴ Adults of 1958 are torn by confusions but in 1988 the family groups will be far calmer, having profited from the terribleness of our world wars and other worldwide involvements.

Our future family is likely to manifest a variant of color that is generally accepted as equal. Terms of "white" and "Negro" will go by the board, for they connote social origins and prejudice. I would guess that "American" will replace them, as we find in both Britain and Brazil. Britain has never known colored people living within the country until the past fifteen years. Brazil has since its colonial beginnings approved a course of amalgamating races—chiefly Indian, European and Negro—to create a new American one called Brazilian. There are complications in both these lands, but compared with the United States, they are minor.

Freedom and prejudice do not regulate sex; they regulate marriage. We can be sure that racial mixture will by 1988 have penetrated all ranges of society, for this has already begun. With the doors open to respectable intermarriage, mixture is likely to proceed slowly rather than rapidly, if we can prognosticate from the limited intermarriages now among Americans of different religions and of widely different nationalities. The significant thing is that the mixed family is to be expected everywhere in proper circles and will not experience insult or handicap. These arrangements are now assuming form in the United Kingdom where intermarriage, called miscegenation, has been occurring since the close of World War II. There these marriages are confronted with prejudice less

⁴ See a recent novel called *Birthingright* (by Lettie Hamlett Rogers, Simon and Schuster, 1957) whose plot hinges on the manner in which a small group of white school children in a southern town came to face the issue of desegregation.

against race than against strangers and those of lower social ranking.

By 1988 others of our major institutions will have moved in step with our growing tolerance of race: the schools, employment, the church and public opinion. Spontaneous alterations in vocabulary will reflect this.

The family of 1988 will not always include young children. Life spans and vigor are being extended astoundingly, and today marriages occur not uncommonly for the first time in late middle age. Our 1988 population will include a large aging sector who desire work and love. Age will be more widely valued for its own virtues, as youth is. I foresee that the young family of reproduction will be balanced by an older family of wisdom. Both types will create, though the older will necessarily be limited to the things of culture. People will be proud of achievements in and of age as they forego the struggle to simulate youth. Much of the drive behind the present vain struggle to simulate youth is that family life is considered the privilege of the reproductive years. But space existence may once again give grandparents active parental duties and educational responsibilities.⁵

I also anticipate trained communication through the so-called extra senses. For over twenty-five years these phenomena have been experimentally studied in university laboratories of our own and other countries. They are acknowledged realities, and it is assumed that the future development will be to control them.

New Uses of Leisure

The family will be faced with the need of keeping together through increasing stretches

⁵ The Sunday *New York Times Magazine*, February 2, 1958: "In the year 2000-plus, when man has set up new and shiny residential areas on the face of the moon, a new generation of experts will peer closely and compile detailed reports. Parents will then read that their children miss the old earthly gravitational pull, that no child knows what part of the solar system to call his home, that children are over-protected beneath their plastic skydomes and that one face looks just like the next inside a space suit. . . . Then someone will hearken back nostalgically to the suburbs of 1958."

of leisure time. Automation is on its way now; by 1988 it will be central to our style of life. It is now estimated that family incomes will strike an average of five substantial figures a year. Cushioned so against drudgery, free time and resources will press upon the normal couple and their youngsters. At present, leisure-time offerings are chiefly to individuals. The family can hold together through home and school chores. But after the domestic streamlining that will relieve us of cookery, as G. B. Shaw anticipated, and the industrial and scientific streamlining that may relieve us even of food and dishes, chores will not demand enough of joint family effort. Interests will have to be created that demand all family members, regardless of age and sex, if the family is to persist with any significance. It is possible that our deep-rooted Puritanism, which values work and effort for their own godly sake, will slow up or divert excessive streamlining. A seer may arise to say, as Frank Lloyd Wright did recently, that food-processing robs a woman of the good earthy feeling of life.

And perhaps children of 1988, born to great risks and as yet unknown specialties, will have to be reared from infancy with adult responsibilities. Perhaps society will require more of certain able children, who will thus need a kind of training beyond what the family can give.⁶

In conclusion, these are the possibilities I see for the 1988 family: the progressive equality of the sexes, the responsible use of divorce, the belief in love as the prime determinant of marriage and family, the acceptance of the intermarried family, the extension of family ties to other planets, the return of some religious belief, the need for family-centered leisure-time, and the developed use of telepathy and other extra senses for communicating with those at space-distances. And perhaps nostalgia for the simple family of 1958.

⁶ In traditional Tibet, gifted youngsters are disciplined for the highest Lama training from the age of seven.

FOSTER CARE IN A LARGE FAMILY GROUP*

Ruth Benson Wood

Chicago, Ill.

This is one family's unique experience in giving foster care to emotionally disturbed children, as the Comment which follows clearly shows.

SHOULD an emotionally disturbed child be placed in a foster home? Some flatly state that you can't successfully place such a child in a foster home at all. Others say you may place one disturbed child in a foster home but no more; still others contend you should never place a disturbed child in a home where there are other "own" young children.

When we began foster care we had three teenage daughters and two small children, aged two years and six months. Another daughter was born later when we had foster children in our home. This made six own children in all. In twelve years, we have cared for over two hundred foster children of every age, sex, size and degree of disturbance; family groups and only children; Catholic, Protestant, Jewish, Negro and Chinese children. Our youngest foster child was four days old, our oldest eighteen years old.¹ Children have stayed a few days, a few weeks, a few months, and as long as two and a half years. We had one family of six children. Sometimes, but not for long, we have had only one foster child and once, because of a dire emergency, we had nine. They've been older, younger and in-between our own children's ages.

Life in a Large Family Group

All kinds of things have happened to us and our children. We named new babies and watched them grow and be adopted. While living in the country our electric pump gave out, leaving not a drop of water with five children in diapers. We have had four or five

children with chicken pox, or three with measles or mumps. We have coped with broken bones, emergency trips to doctors and hospital, runaways, stealing, sex problems, deaths in the children's families, graduations, weddings and problem parents. Our home has been noisy and exciting. Birthdays and holidays have been both wonderful and sad. All the events of everyday life have happened to us—only multiplied several times!

We have watched some children respond and go on happily to new homes or back to their own homes. We have seen others go to hospitals and institutions for emotionally disturbed or delinquent children.

Planning for and supervising the progress of foster children in our home was a matter of close and careful working together with the agency caseworkers. For each child, I spent on the average of an hour a week with the caseworker, including phone calls. Long term goals, sharing of information, suggestions for solving specific problems were discussed. Since we were a family, and a family with skill, experience and understanding in the handling of children, we did our best work with considerable freedom reflecting the agency's confidence in us.

Role of "Own" Children

Not only do we feel that it is wise to have more than one foster child in the home but that it is also good and workable to have "own" children too. Since we had children ourselves we were not doing foster work for emotional rewards of the usual kind. True, we were rewarded by watching the possibilities we thought were in a child come to life and grow, but this is not the same. Disturbed children cannot love and respond as normal children do and it is difficult to work day in and day out with a child, keeping detached and objective, and getting little response. Yet with disturbed children you must do

* The Woods began their work with children as a day care home during World War II. At the end of the war they changed to foster care, working with Family and Children's Service in Fort Wayne. In 1950 they moved to Minneapolis, where they continued working with Family and Children's Service until March of 1957, when they moved to Chicago.

¹ This article does not describe our work with teenagers especially, as we feel there are some real differences in the care of the emotionally disturbed teenager.

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this, and you must wait till they need you emotionally and then give them the amount of expressed affection they can take, but not more. We were able to be warm, natural and normal with our own children and with our foster children to be whatever they required of us, which was all the way from being "mama" in almost every way to being the impersonal adult in charge of the household, who might be ignored or abused verbally.

Marilyn, for instance, was not able to relate to me at all when she first came but chose our daughter Merry first and later our daughter Susan as her favorites. After many weeks I was allowed some privileges, but at first Merry and Susan bathed her, tucked her in bed nights, told her goodnight stories and listened to confidences about her own family and feelings. Never during Marilyn's stay of over a year with us did I get to comb or brush her hair. Eventually I did bathe her and tuck her into bed. If she had nightmares she called only for Merry, who would then sit on the edge of her bed and talk to her quietly until she fell asleep again.

Sometimes a foster child already with us was extremely jealous of his relationship with me and would not permit a new foster child to intrude. When this happened, one of our own girls helped the new child in my place until the whole situation eased. Sometimes the new child then remained fonder of Merry or Susan and I was always second best.

Our girls acted as junior counselors with much younger children. With children close to them in age their relationships ran all the way from frank dislike to close friendship. They certainly did not like all our foster children, nor were they expected to. Some of them were not very likeable. They were expected to understand the reasons for a child's behavior and be as tolerant as possible. What caused the most concern was the way the foster children behaved in school and in the community where our girls' friends and acquaintances would see them. Often this proved most embarrassing.

When Sally was only in kindergarten she remarked, concerning another five-year-old, whom she took to and from school each day because the child became lost on her own, "Mother, you'll have to raise my allowance if I take her every day, because I don't like her." I did just that and Sally continued with her "job."

The foster children valued our children's friendship for many reasons. For one thing, it happened that our own children had much more initiative, imagination and creativeness in play. When left to themselves, the foster children frequently could think of only one thing to do—watch television. There were periods when our girls engaged them in creative play of such interest that television was almost never on.

Planning for Disturbed Children

At no time did we leave very young or disturbed children entirely alone. Some responsible family member was always close enough to see and hear what was going on—busy with his own affairs, but there if needed.

Disturbed foster children are not always readily acceptable to other children and homes. Therefore, having a number of children in our own home created our own accepting community. There were always children to play and quarrel with—both important in learning to get along with others. Observing the relationship between the children in ordinary daily situations, listening to and being part of discussions, explaining and interpreting happenings and subjects, were all invaluable.

Foster children were interested and often relieved to know there were other children with problems too, sometimes like their own, sometimes different. Many helpful discussions with the children stemmed from their own comments and questions about these situations. The children carefully watched visits from parents and social workers and many a new foster child's relationship to his worker and to us was helped by seeing the trust and affection with which the children already there treated us.

The coming of a new child was always of great interest and concern, and necessitated planning and close supervision. Of course no new child came who, in the agency's opinion, could not benefit from our particular group or would too greatly disturb it. Each time a child came or left the relationships between the children changed as did their relationships to us. When a new child was

added to the group I spent all my time with the children until a stable relationship was worked out. Any work that I could not do near them was left undone until another time. I cancelled all social obligations, shopping trips and similar activities at these times, since the guiding and interpreting of relationships was too important to leave with someone else.

Individual Reactions to Foster Home

Our relationship to each foster child was whatever he needed most and varied with his age, his problems and his relationship to his own parents. With very young children I was a combination of mother, counselor and teacher, in whatever proportion best suited each child. Always the choice was theirs. Usually the older children called us Ruth and Firman, but for some we had to remain Mr. and Mrs. Wood, and some were unable to address us in any way. A three- and four-year-old brother and sister who had lost their mother but had a close, warm relationship with their own father solved the problem by calling me "mama," while they called Firman "our daddy" and their own father "my daddy."

Contrary to sentimental thinking, it did not prove wise always to keep a family of children together in one foster home. First and most important, the children wanted to keep their own family's standards intact in their new surroundings, and any change from them was a real threat to their security and loyalty. Changing position in a group had real value for some children, and could only be accomplished by breaking up the family group. For example Robert, a two-year-old middle child whose mother had had a nervous breakdown, was the baby in our home, and bloomed under the special attention given a youngest child.

Having children leave to go back home or to another foster home also called for special care and attention. We encouraged children to express their feelings at all time, and when they were about to leave we listened most. If the child could share his feelings at all, by this time he felt close and secure enough to

do so. A new child could almost never tell us how he really felt; we had to determine this by his actions.

The reasons given a foster child for his going to his own home or on to another foster home were always real and honest. However the entire complicated reasons could almost never be given. Sometimes it was easy—a mother who had been ill, physically or otherwise, was better, or the mother had made a sound remarriage or found a good housekeeper. But other times a child went to unsound home conditions because his parents demanded it, or on to another foster home when the child didn't want to leave us. Sometimes when young children returned home or went on to foster homes we weren't sure how much of the reason for the move they understood.

We found it wise not to have too long a time between telling the child of the move and the move itself, even back to his own home. If it were to another foster home there would be at least one visit with the worker, but several visits over a long time simply prolonged the agony. Usually we had a very disturbed child on our hands at leaving time and we stayed very close. If the child was truly ready to leave us his feelings wore off soon in the new foster home or his own home, and we could measure our success with him by how soon we were "forgotten."

When the Foster Child Leaves

We had a special dinner for a child who was leaving, for which he chose the complete menu and decorations. If he had become fond of a special toy, book or picture he was given that to take along. The other foster children watched and listened to all of this very carefully, and it helped them when their time to leave came. No child was encouraged to think he would always stay with us, though some wished to, of course. Sometimes visits with us could be arranged after a child left; these were of great interest to all the foster children. Sometimes, when a new home did not work out at all, in spite of careful planning on everyone's part, a child had to come back to us. While in many ways

this was disturbing to the child and to the group, it was also reassuring to them to have a place where their relationship was successful.

One such foster child, Carrie, who had had a tempestuous placement for two weeks before coming to us, left us for what looked like the perfect placement. It turned out disastrously for everyone and Carrie came back to us. Finally she went on to another foster home at a time when we were moving away, her stepfather had just died, and her greatly loved social worker had left to return to her home in Greece.

At the time of our moving Carrie also had a new worker and a new agency, yet this time she could move on to another home happily and adjust well. We could not prevent the death, the changes and the moves. All we could do was use all our skill to support her in every way. By "we" I mean the team of social workers, agency and foster family.

Leaving was hard for us and for the children, but it was our job to help them move on. If a child could leave us and make a good adjustment in the next situation, we felt we had done a good job. When I was still fairly new in foster work, the Executive Director of Family and Children's Service in Fort Wayne described our particular role in terms that I remember and treasure. She said our function was like that of transplanting a plant: we helped the child grow stronger roots and become healthier.

Allowing Expression of Anger

Outbursts of anger and resentment were not uncommon, especially with new children. Children screamed, cried, swore, threw things, threatened, stamped, slammed doors, turned things over, ran away—all the things angry, frustrated, bewildered children do. They were not "punished" for these actions, nor was such behavior ignored. No physical restraints or punishments were used, no physical abuse of anyone by anyone else was tolerated. An offending child was separated from the other children by whatever method was practicable.

Where possible, the reasons for his behavior and the effect it had on himself and others was talked over at some calmer, quieter time, usually with him alone. Day by

day, more acceptable ways to release these feelings were tried out—such as more active physical free play, chances for acceptance of the child's wishes to express himself and his ways of doing so. Again the group's knowledge and understanding of what had happened before was transmitted to the new child verbally, and also in the way they accepted his actions and acted toward him. Our own children had originally "set the pattern" of behavior. Then the group itself set a "standard" that gave a new child an idea of what was expected of him, and what he could expect of us.

Extremely disturbed children who later proved unable to live in a family reacted to this atmosphere where they could dare to be themselves with behavior much more violent than their past record had led us to expect. We were assured by the consulting psychiatrist that it was not a lack in us and our home, but that the child felt secure enough to dare to be his real self.

A new foster child was almost always extremely good, too good, at the very first. Then he tried to see what the limits were. Finally he settled down into what usually became his normal pattern while in our home. This process generally took about three weeks.

The use of dependable but relaxed and easy routines contributed much to the children's sense of security. Our routines were never rigid. They took into account the child's scale of values, not just ours. For instance we never had dinner at the time of a well-liked television program, such as *Lassie*. Dinner could be before or after.

The chief complaint of an eleven-year-old who had run away repeatedly from a boys' home was that dinner was served exactly at 5:20 each night and no one ever got to see the end of a cowboy program that came on at 5:00.

Daily Routine

Everyone got up, washed, dressed (except young children, who were dressed after breakfast) and had breakfast together. The young children had low tables and small chairs of their own, and one older family member sat with them. I was with them for one meal a day. Children had free choice of

the kind and amounts of food and we seldom had an eating problem, except overeating and bad table manners. After breakfast we dressed the small children and they watched a television program, such as Ding Dong School, briefly. Then they had free play outside if weather permitted. Noon lunch was followed by "rest hour." This was not always a nap, but could be just a quiet time alone for each person, including "mama." After rest hour came play in our large wading pool in summer and then "tea," really milk or fruit juice and cookies.

Toward dinner time television was popular, as it was after dinner—perhaps Disneyland or Robin Hood. Then there was time for reading and playing quiet games. Bath time was fun for the children and important. We spent time with each child as he was tucked in bed; sometimes we read stories or just talked, sang quiet songs or played records. This routine took all evening, but it meant we had happy relaxed children with no bedtime problems.

Saturday morning was room clean-up time. Older children made their own beds daily. On Sunday we went to church as a family group. Children of other faiths did not go with us if some other way was provided for them, such as a parent visiting or taking the children to a different church. We had a special dinner complete with good linen and our best dishes. Sunday afternoon was family meeting, the most important event of the week. We kept a family notebook and children took turns, starting with the youngest, telling of interesting events during the week. These were all recorded. The children loved it. Problems were talked over, reports given, allowances passed out, and committees appointed for such responsibilities as refreshments, bulletin board, worship center, entertainment. Rooms were inspected. We were entertained by records, speeches, readings, singing, rhythm bands and dances, and then had refreshments.

Discipline

Ours was by no means a completely permissive household. We tried to give each

child a reasonably large area in which he could make his own choices but rather arbitrarily we decided what the limits of this area were. This was the way we were raising our own children, too. It was hoped that each child placed in our home was not too disturbed to be able to go on to a normal home situation when he left. He was expected eventually to be able to function in a family and when old enough in school, church school and the community. To make this possible we needed to supply reasonable discipline to help him learn the self-control required in these other situations. The agency found that the child who could not adjust to the demands we made on him needed the specialized care of a treatment center. On the positive side, many children who had not been able to adjust in other homes could, after a time in our home, make a normal adjustment in another home.

It is our conclusion that a foster home and family gives a child the next best thing to his own home. I don't say the best, because it is still a substitute for something irreplaceable in the child's feelings, no matter how much "better" the foster home is than his own. The wish to be again a part of his own family is present in every foster child. It doesn't seem to matter if his parents mistreated, rejected or neglected him; if your home is finer in every way and you are kinder and fairer to him. The child still yearns to go back home.

Some fortunate children can tell you their feelings about their own homes and families and you and your home. With others, you just know how they feel from small things you see and hear. If the foster parents can accept this, be comfortable with it, encourage and strengthen the child's feelings for his own family, the child will feel more at home with his foster family and actually become much fonder of them than he otherwise could.

No one should tell an untruth to a child to make his own parents appear better than they really are. The child's feelings for his parents must be treated with sympathy, understanding, and honesty. This is frequently difficult. Even though you can recognize the parents' problems, seeing the harm

and hurt a disturbed parent causes the child naturally arouses feelings of indignation. Also, hard as it sometimes is not to, foster parents should never compete with the real parents for the child's affections.

Many of our foster children had never been in a home where parents treated each other or their children with love and respect. The children watched our own family relationships closely, with much interest and curiosity. Thus much of the benefit for foster children came from our just being ourselves, a loving family group.

Despite the problems that go with foster work of this kind, there is still so much opportunity to enrich life for your own and foster children, so much opportunity for personal satisfaction and reward, that we would choose to do it again, problems and all.

COMMENT

Marion B. Rotnem

Homefinder, Children's Unit, Family and Children's Service, Minneapolis, Minn.

When the Firman Woods left the Family and Children's Service of Minneapolis for Chicago in March of 1957, we experienced a deep sense of loss. This family had cared for eighty of our children during seven years as a licensed, subsidized home. We had found the Woods a dedicated and, at times, almost miraculously effective foster family, deeply invested in helping our troubled children.

On reading Mrs. Wood's article (which we had encouraged her to write), we were charmed with the vivid way in which she portrayed how her home operated and the special view of it through the eyes of a foster mother.

It is an extraordinary woman who can have such perceptiveness, sensitivity and imagination, and still organize her work so efficiently. Her plan involved two washing machines, two freezers for economy buying, and the willing help of her grown daughter Peggy, another adult who gave essential assistance in the time-consuming business of running the household.

Mrs. Wood always had a calm, composed way of sitting down with our caseworkers and giving dependable, precise and perceptive reports on all those subtle indications of our children's feelings, of puzzling through meanings behind what they were saying, of giving analytical descriptions of their hostile, aggressive, sullen or withdrawn behavior. She in turn welcomed interpretation and guidance from the social worker who intimately knew and could describe the background of the child. Together they planned how much or how little she should move out at the beginnings of placement toward the child. Mrs. Wood generally felt her way perceptively in establishing relationships. With equal sensitivity, she was able to work with children and caseworkers toward the ending of her job—helping children to move out of her home and on toward the diagnostically indicated going to a new foster home, or some other plan.

The patterns and uses of subsidized homes have altered and shifted through the years. Eight years ago in Minneapolis our agency did not have easy access to either a detention and receiving home or to treatment

future plan, whether it was returning home to parents, facilities for disturbed children. Most of our staff felt that Mrs. Wood did an unusual job in filling this gap. Rarely was a child considered too disturbed for her to accept. We found her skills and understanding of the kinds of children she was dealing with amazing, her ability to describe and deal with defiant behavior equally remarkable. There was nothing moralistic or punishing in her approach to troubled children or, even more surprising, to their parents.

Our workers recognized something of the group worker about her. (Mrs. Wood said firmly and repeatedly that she did her best work when she had "a fair number of children.") Her home was usually licensed for five children. Our ideal was no more than four, but on occasion we did ask her to take as many as seven.

Mr. Wood, professionally a YMCA secretary, also contributed vastly to the success of our placements. He gave warmly to our children, and both Mr. and Mrs. Wood carried out the distinctly feminine mother and masculine father roles so important to our children. To many of our children Mr. Wood was as important as his wife.

The Woods' daughters are unusual youngsters and did, as Mrs. Wood has said, enhance the success of many placements. But sometimes a child who was otherwise a "natural" for Mrs. Wood's special skills had to be placed elsewhere because of the agency's concern about the possible effects of our child on one or more of their children. Our hindsight tells us that, though we tried, we sometimes failed and did expect too much from these very "giving" people; sometimes our efforts to protect them as a family from our demands for our foster children were not enough.

There were a number of agency decisions that Mrs. Wood did not like and she put up a good and stimulating fight for what she believed in. There were real struggles in the delicate, subtle relationships with our children, our caseworkers and our agency policies.

Mrs. Wood's article has touched only lightly on what was probably one of the most difficult and essential parts of her job as a foster parent—the interminable amount of time and effort that went into conferences with agency social workers. Often, as she has said, as many as four social workers and an over-all supervisor would visit her each week. Mrs. Wood has said that it would take a book to cover the relationships with agency staff. We know that this is true. The Wood foster home file is now in three volumes and weighs two and a quarter pounds.

To explain Mrs. Wood is no easy task. Her atypical quality was not only her ability to live with emotionally ill, acting-out children and not be thrown by them, but also the "disciplined professional set of emotions" which she brought to children, parents and caseworkers. She seemed to have no need to "have" children in the sense of the foster parent who is seeking to fill some gap in his life. Her approach to her job reminded many social workers of theirs. Of course it was not the same, but there were strong similarities.

Sometimes well-loved Japanese daughters are named Monicki, which means "the good luck that comes once in 10,000 years." Many of us at Family and Children's Service believe that would be an appropriate descriptive term for the Wood family. Together we and the Woods learned much about disturbed children living in a group home with "own children." But because of the exceptional characteristics of Mrs. Wood, only a few of the things that we learned offer themselves as valid generalizations for other group homes.

Educational Benefits for Deceased Veterans' Children

Soon after the end of World War II, the membership of The American Legion went on record in support of legislation to make available to children of deceased veterans the same educational benefits as the veteran could have received had he returned. Not until the spring of 1956 was a law passed to help any child who lost a parent as the result of armed service to further his education. This legislation is officially known as the War Orphans Educational Assistance Act of 1956, frequently referred to as the Junior G I Bill.

The purpose of the law is to provide opportunities for children whose education might otherwise be impeded or interrupted because of the parent's death due to disease or injury incurred or aggravated in the Armed Forces during World War I, World War II, or the Korean Conflict, and to aid such children in obtaining the educational status which they normally would have obtained had their parent continued to live.

In order for a child to be eligible for these benefits, his parent must have died while in service, or if death occurred after he was honorably discharged, the cause must have been a disease or injury incurred or aggravated in the Armed Forces during the war periods mentioned above.

The eligible person may receive assistance from his eighteenth birthday or his successful completion of high school, whichever occurs first, until his twenty-third birthday. The age limits may be extended if (1) persons are over eighteen but under twenty-three on the effective date of the Act, (2) their individual deadlines fall in the middle of a term, in which case they would be permitted to complete the term or semester, (3) persons enter military service before age twenty-three.

The legislation provides education and training for a maximum of thirty-six months. Those who attend approved colleges, vocational schools, business schools and other

approved educational institutions can receive \$110 per month upon completion of a month's full training, \$80 per month on a three-fourth time basis, and \$50 on a half-time basis.

The Act also includes a special restorative training provision to train or retrain, to restore or improve a handicapped individual's physical or mental functioning which is essential to the normal pursuit of education. Under certain circumstances, it is possible for such a person to qualify for benefits at age fourteen instead of eighteen.

The potential number of beneficiaries is estimated to be over 156,000. The 1956 figures, divided on the basis of parents' service, were as follows: World War I—4,272, World War II—132,542, Korean Conflict—19,365. Unfortunately, less than 25 per cent of those in the college-age group applied for and received the available benefits during the first year of the law's operation. During the current school year, and for several years to come, over 30,000 of the potential beneficiaries will be in the college-age group. Failure to finish high school and to plan for their future education are the principal reasons that so many do not take advantage of this very helpful educational resource. The American Legion believes a real service can be provided by persons and organizations in counseling students who may benefit from this established source of financial assistance.

The American Legion publishes a seventy-six page scholarship handbook which, in addition to providing more details regarding the above described benefits, lists many sources of career and scholarship information available not only to veterans' children but to all children. Individual copies of the handbook, entitled *Need a Lift?*, may be secured from The Scholarship Information Service, The American Legion, P. O. Box 1055, Indianapolis 6, Indiana, for 15¢ to cover printing and postage.

RANDEL SHAKE

National Child Welfare Director, The American Legion

BOOK NOTES

A Guide for Child-care Workers, by Morris Fritz Mayer. New York: The Child Welfare League of America, 1958. 184 pp., \$2.25.

This book addresses the persons who give day-to-day care in the children's institution—those who "teach the child how to live and how to find fun in life," who have been called "houseparents." Dr. Mayer recognizes the value for the child of the total institutional staff, but he puts rightful emphasis upon the importance of the child's day-to-day living and on the child-care worker who carries direct responsibility for this. Institution superintendents will find much direct help in it too. Moreover, the book's value for an institution's staff could be greatly enhanced by study and group discussion.

"The Children as a Group," Chapter II, demonstrates a rich understanding of group living. It contains helpful suggestions about ways to help make this group living experience a constructive one. Dr. Mayer, for instance, is clear about the value of the compulsory aspects of group living which once characterized institutional routine and which we have all, in recent years, sought to modify. He demonstrates the value of requirements for orderly living, balanced with opportunities for children's voluntary participation in many areas of a well-rounded program. This chapter should be of valuable assistance to the child-care worker, beset by the outbursts of the child who does not want to go to school or to bed, in keeping to the institution's requirement. It should also inspire the child-care worker to search for new ways to provide choices to children, and to encourage individual and group initiative.

The fourth chapter, "The Day Has Twenty-Four Hours," makes up a second major portion of the book. Throughout, Dr. Mayer displays real understanding of children's needs. For example, he points out that the many things which need to be done, like cleaning and keeping things in order, are not only important for the smooth functioning of the institution, but also for the smooth functioning of the child now and in the future. He stresses too how the little things a worker does, such as straightening beds and obtaining new laces for a pair of gym shoes, become the big things in making the institution a little more attractive and life a little more pleasant.

The outline of daily living offers concrete help under such headings as: Getting Up, Personal Hygiene, Chores, Getting the Chil-

dren Off to School, Homemaking While the Children are at School, After School and Its Activities, and Going to Bed. Dr. Mayer emphasizes that it is not important that everything go according to his outline, but it *is* important that the outline be in keeping with the spirit of the whole institution. This spirit he sees as needing to be one of enjoyment of orderly living, with the events of the day not being obstacles to the child's search for fun.

Altogether the book brings a wealth of mature knowledge and understanding to bear on the child-care worker's job. Not only should it be read by all who have any part of the responsibility for a children's institution, but it would have value too for the agency staff who select and work with institutions for the children under their care. Persons responsible for community planning would get from this book a sense of what is being increasingly expected of the child-care worker in knowledge and skill, and what this in turn demands of the community in further educational and training resources, as well as in adequate compensation for the job. It is a very welcome volume.

IRENE OLSON

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Community Welfare Organization: Principles and Practice, by Arthur Dunham. New York: Thomas Y. Crowell Co., 1958. 480 pp. \$5.75.

The increasing literature on community organization as a field and as a method of social work practice has been enriched by this book. Based on the author's long experience in the practice, study and teaching of community organization, it is both comprehensive and systematic. It is intended, to quote the Foreword, "as a basic analysis and discussion of principles and practice . . . as a textbook for courses in community welfare organization, as a basis for discussion groups or for systematic self-study by professional workers, as a reference book for practitioners and as a source of information and suggestions on particular aspects of the subject for social workers, other professions and other citizens concerned with social welfare." It will be helpful for all of these. However, it will probably be most useful as a textbook for introductory courses because of its clearly stated, simple and at times perhaps overly elementary text; its appropriate, detailed bibliography; and the questions and problems that conclude each chapter.

The book is divided into three parts. The first six chapters include background material on social work and social welfare and an introductory consideration of the basic nature of community organization. The chapter on social action is especially valuable. I find myself in complete agreement that social action is an essential element in community organization practice.

The second part, nine chapters on agencies and programs, covers the historical development of community organization in social work, and the forms it has taken, from social service exchanges, community chests and welfare councils to statewide, national and international agencies, including the most recent expression of community organization practice in "community development"—programs for the amelioration of social conditions in backward areas.

The third part, nine chapters on community organization at work, attempts to explore the methods involved in community organization practice. It includes material on personnel, records, methods and principles. A final chapter discusses the frontiers of community organization in social work. While this third part is informative it exemplifies, as Dunham recognizes, the current lack of systematic exploration of the nature and validity of the conceptual basis of social work practice as offered in courses on community organization in schools of social work.

The basic question to be resolved if we want to develop the theory of community organization practice and the nature of the methods used is how to define the scope and limits of professional social work in community organization, apart from all other processes inherent in community living. It is generally recognized that efforts to organize community activities and services are being carried on by other professions and technicians and by citizens in their civic affairs as well as by social workers. The very few schools of social work which have made any consistent effort to prepare students for community organization practice have mainly concentrated on teaching the programming and financing of voluntary social welfare agencies which offer casework or group work services. An understanding that community organization for social welfare should also involve "mass attacks" on social problems, inter-group and inter-organization relationships and the development of comprehensive and inclusive social welfare standards remains a hypothetical goal. It is rarely the basic objective of community organization courses in schools of social work; it is not

reflected in the activities of social work agencies which presumably operate in the field of community organization for social welfare.

In the chapter on "Community Development," Dunham recognizes that community organization and community development are inextricably intertwined. "We may need a *specialist in general community development*" who "would need much of the equipment of the adult educator . . . a good part of the knowledge and skill of a well-qualified community welfare organization worker . . . he would also need to know a good deal more than probably either the social worker or adult educator usually knows about special aspects of community life and areas of content as different as agriculture, public health, public education and public administration. . . . Social work, adult education, public health, and a number of other disciplines might unite in exploring the possibilities of a real inter-departmental program for training a new type of professional consultant in community development." (Page 257.)

Unfortunately, there is no indication at the present time that any school of social work is moving vigorously in the direction suggested by Dunham. Is the idea, then, visionary? It would not seem so, since at least one projected university graduate program for training personnel for public administration and international affairs contemplates preparing specialists in general community planning, administration and development. Perhaps the next experiment in this field may come from a school of social work. I believe that this is the direction that social work needs to take if it wishes to remain in the center of the structure of social welfare organization in contemporary society.

HARRY L. LURIE

Consultant, Council of Jewish Federations and Welfare Funds, New York City

READERS' FORUM

Mothers and Young Children

This letter, originally sent to the Editor of *Child Care*, is reprinted with permission because this subject is one of equal concern in this country.

To the Editor:

My attention has been drawn to the fact that various professional workers, both medi-

cal and nonmedical, are implying that I no longer regard the separation of young children from their mother-figures as a serious mental health hazard. Since this is not so, I would welcome an opportunity to describe my position.

My belief is that a misunderstanding has arisen from a paper published eighteen months ago.* In it we presented the findings of a study in which data derived from teachers' reports and test performances of school children who had spent long periods in a sanatorium, beginning before their fourth birthdays, were compared with similar data on their classmates. Although significant differences in the expected directions were found, it was also true that "more of the sanatorium children than had been expected were reported as able to make friends, and fewer appeared to show the severe disturbances in object relations which underlie persistent delinquency." We concluded that the principal value of the investigation had been "to display the great heterogeneity of personality organization which is consistent with having undergone a prolonged separation experience starting before the fourth birthday" and, therefore, that "statements implying that children who are brought up in institutions or who suffer other forms of serious privation and deprivation in early life commonly develop psychopathic or affectionless characters (e.g., Bowlby, 1944) are seen to be mistaken."

Although I believe that in including myself amongst those guilty of overstatement I may have been unduly self-critical, this is not the point of my letter. What is of consequence here is that, although the study showed that there was much variation of outcome, it did nothing to cast doubt on the many studies which indicate that *some* children in their personality development suffer grave damage and others lesser damage from a separation experience; nor did it detract in any way from the studies, such as that of Prugh *et al.*† which confirm the common observation that during a separation experience and after return home a majority of young children are emotionally disturbed. Summing up the lessons of our follow-up study we wrote: "There are no grounds for complacency. . . . The disturbances [found] are serious and affect a far from negligible proportion of children. In so far as measures can

be taken to prevent them it remains urgent they be taken."

The position as I see it today is rather like what I suspect it may have been a generation or more ago in regard to polio. Early workers, impressed by the severity of the aftermath in certain cases of the disease, may well have over-estimated the proportion of patients how suffered residual paralysis. The fact that we now know that it is only a small minority who are left afflicted has not altered our estimate of polio as a serious illness, to be prevented at all costs.

There are also differences from the case of polio, however. In that disease we not only know the incidence of residual disability but have ready and reliable methods of estimating its degree. In the case of personality disturbance following separation and similar experiences we have neither. Lacking a basis for calculation, therefore, we are in no position to take calculated risks.

Were I now to prepare a revised edition of *Maternal Care and Mental Health*†† it would of course be necessary to rewrite Part I so as to include many new studies, mostly confirmatory but some not so, and to take account of various criticisms which have appeared. Though the picture would appear more complex and the emphasis vary here and there, the overall pattern I believe would look much the same. What is more important, the practical recommendations would stand. In my judgment the separation of a young child from his mother-figure is not to be undertaken without weighty reasons, and only then provided there is a suitable and stable substitute available to care for him.

In conclusion, may I emphasize that the object of this letter is not to persuade sceptics of the correctness of these views but to discourage any one from supposing that I have changed my position in any material way?

Yours truly,
JOHN BOWLBY, M.D.

*Tavistock Clinic,
London, W.1.*

* Bowlby, J., *et al* (1956), *Brit. J. Med. Psych.*, 29, 211-247.

† Prugh, D., *et al* (1953), *Am. J. Orthopsychiat.*, 23, 70-106.

†† Bowlby, J. (1951), Geneva, W.H.O. Monograph No. 2.

CLASSIFIED PERSONNEL OPENINGS

Classified personnel advertisements are inserted at the rate of 15 cents per word; boxed ads at \$7.50 per inch; minimum insertion, \$3.00. Deadline for acceptance or cancellation of ads is eighth of month preceding month of publication. Ads listing box numbers or otherwise not identifying the agency are accepted only when accompanied by statement that person currently holding the job knows ad is being placed.

ADMINISTRATOR, small group home for girls. Duties include general responsibility and casework service. Prefer 2 year graduate, experience working with children in group living. Minimum salary \$5000. Mrs. A. R. Williamson, President, Girls Ranch Board, 440 West Main St., Mesa, Ariz.

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CHILD WELFARE SPECIALISTS for California State Department of Social Welfare to make adoption studies and to inspect, license and give consultation to day care facilities. Requires MSW or 1 year of graduate study and 2 years of social casework experience in field of family or child welfare including some supervisory or staff development experience. Start at \$5496, promotional opportunities good. Secure application and details from State Personnel Board, 801 Capitol Avenue, Sacramento, Calif.

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ADOPTION CHILD WELFARE WORKERS in County Welfare Department located 2 hours' drive from San Francisco, ocean beaches, and mountain resorts in modern and progressive city of 35,000. Forty-hour, 5-day week, 3-week paid vacation, 11 paid holidays, paid sick leave, retirement plan and Social Security. Requires MSW, experience desirable. Salary \$5428-\$6060. Qualifications determine starting salary. Excellent opportunity in expanding program. Write Personnel Office, Stanislaus County, P.O. Box 639, Modesto, Calif.

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CHILD WELFARE WORKERS for expanding public child welfare agency. CWLA provisional member. Services include financial assistance, parent counseling, some specialized services to unmarried minor mothers, child placement in foster care and group care, and "pilot study" in protective services to children. One opening in protective services unit which offers a challenging professional experience. Highly qualified supervision. Psychiatric consultation. Two years' graduate training in approved school of social work, including supervised field work or year of such training with 1 year in child or family welfare. Must drive or furnish an automobile for which an appropriate mileage allowance will be paid. Current salary, \$417, annual increment brings salary to \$516 at end of fourth year. Write Harriet C. Erickson, Acting for the Civil Service Commission, Director, Division of Child Welfare Services, Bureau of Public Assistance, 2615 South Grand Ave., Los Angeles 7, Calif.

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Highest Professional
Standards

Grade I to \$5592

Grade II to 6192

Grade III to 7236

Write: *Executive Director*
Catholic Social Service
1825 Mission Street
San Francisco 3, California

CASEWORKER for adoption unit in small multiple-function agency. Good personnel standards. Psychiatric consultation. Required: MSW-experienced, preferably in adoption. Salary \$5000-\$6700. Social Security, retirement plan. Write *Executive Director*, Woodfield Children's Village, 1899 Stratfield Rd., Bridgeport 4, Conn.

CASEWORKER for newly developed maternity home. Good personnel standards. Psychiatric consultation. Required: MSW with experience, preferably in unmarried mother field. \$5000-\$6700. Social Security and retirement. Write: *Executive Director*, Woodfield Children's Village, 1899 Stratfield Road, Bridgeport 4, Conn.

CASEWORKER in family-children's service agency providing family casework, specialized services to unmarried mothers, child placement and adoption. Salary comparable with good practice. Social Security and retirement. Write Miss Jane K. Dewell, *Executive Secretary*, Catholic Social Service Bureau, 478 Orange St., New Haven, Conn.

**Director
of Social Services**

New Position at State Training School for Girls in picturesque Morrison, Colorado, 15 miles from Denver; requires 2 years' graduate training and 3 years' experience. Salary \$510-\$667. Starting salary according to qualifications and experience. Civil Service benefits with excellent retirement system. Contact Miss Betty Portner, Supt., State Training School for Girls, Morrison, Colo.

CASEWORKERS in rapidly growing private, nonsectarian, statewide, multiple-function agency providing family counseling; boarding, day care and adoption home placements; comprehensive services to unmarried mothers; residential treatment for emotionally disturbed children; and protective services. Controlled case loads, excellent supervision, psychiatric consultation, student training program. MSW required. \$4500-\$6600. Initial salary based on qualifications. C. Rollin Zane, *Executive Director*, Children's Services of Connecticut, 1680 Albany Ave., Hartford 5, Conn.

CASEWORKERS in progressive multiple-function agency serving Catholic families and individuals—member CWLA and FSAA. Offering counseling services for family and marital problems, casework with unwed mothers, child placement and adoption services. Two position vacancies provide opportunity for administration and development of branch office programs. Expanded student training program (agency currently affiliated with 2 schools of social work) will offer supervisory opportunities. Regular psychiatric consultation. Social Security and retirement. Master's degree in social work required. Casework salaries in \$4500-\$6600 range, based on qualifications. Edward J. Power, *Executive Secretary*, The Diocesan Bureau of Social Service, 244 Main St., Hartford 3, Conn.

CASEWORKER in family and children's agency, providing family casework, child welfare services, foster home placement, and adoption. Good personnel practices. Requirements: MSW. Salary \$4260-\$5820. Social Security and retirement. Rev. Joseph P. Rewinkel, *Associate Director*, Diocesan Bureau of Social Service, 259 Main St., New Britain, Conn.

CASEWORKER: Progressive multiple-function Catholic agency, marital counseling, parent-child relationships, service to unwed mothers, adoption placement, etc. Good personnel practices, supervision, student training program, active board. Immediate opening. Required M.S.W. Beginning salary \$4500-\$5100, fringe benefits. District Secretary, Diocesan Bureau, 42 Jay Street, New London, Conn.

FLORIDA—ADOPTION WORKER. Are you interested in coming to Florida sometime? We are a long established but up-to-date adoption agency administering a modern program and constantly experimenting with better methods of serving children and unmarried mothers. Today we have only one vacant position (in Miami) but if you are a fully trained caseworker, why don't you write us now as the first step toward coming to Florida sometime in the future? Walter R. Sherman, *Executive Director*, Children's Home Society of Florida, Box 5587, Jacksonville 7, Fla.

CASEWORKER, opportunity to help develop social service program in an institutional setting. Staff of 4 caseworkers. Boarding home program to be expanded; adoption program for placement of older children. Travel in sunny Florida. Master's degree in social work required. Beginning salary \$4560; annual increment of \$240. Write B. W. Carlton, *Florida Methodist Children's Home*, Box 8, Enterprise, Fla.

MIAMI, FLORIDA. Young, rapidly expanding community in tropical climate offers ground-floor opportunities. Caseworkers needed for small agency providing services to unmarried mothers, family counseling, foster home care, and adoptive placement. Master's degree required. Salary range: \$4000-\$6000. Social Security. Write Rev. Bryan O. Walsh, *Catholic Charities Bureau*, Inc., 395 N.W. First St., Room 207, Miami 36, Fla.

EXECUTIVE DIRECTOR. Master's degree in social work; experienced in family and children's services. Private agency with well-established children's program; beginning family services. Salary dependent on qualifications. Progressive personnel practices: National Welfare retirement, Social Security, Blue Cross. Write Mrs. Ralph W. Haskell, 440 Second Ave. North, St. Petersburg, Fla.

CASEWORKER I or II for counseling with families and individuals presenting problems in relationships or in handling environmental pressures. Caseworker II to work with cases requesting homemaker service, supervise 4 homemakers and carry some counseling cases. Caseworker II, on half-time basis, for interpretation and expansion of service with Negroes. Should, within a few months, become a full-time position. Salary: caseworker I, \$4500-\$4775; caseworker II, \$5080-\$6100. Beginning salary up to \$5600, depending on qualifications. Good supervision, psychiatric consultation; opportunity for advancement; Health and Welfare retirement, Social Security, Blue Cross. Address inquiries to Miss Marguerite M. Munro, Family Service of Savannah, 119 Habersham St., Savannah, Ga.

CASEWORKERS: Lutheran agency giving service to children, unmarried mothers, and families has openings for fully trained caseworkers. Progressive agency, excellent supervision, good personnel practices. Openings in Chicago, Springfield, and Addison, Illinois. Write: R. E. Spannaus, Executive Director, Lutheran Child Welfare Association, Addison, Ill.

ADMINISTRATIVE ASSISTANT—program responsibility residential home serving 60 boys and girls, grade school age. Professional, administrative and casework staff. Weekly psychoanalytic consultation. University of Chicago field work unit. MSW in group work or casework required. Must live in. Apartment provided. Salary open. Miss Adriana Bouterse, Executive Director, Chapin Hall, 2801 Foster Ave., Chicago 25, Ill.

CASEWORK SUPERVISOR. Specialized children's agency offering foster home care and adoption services. Small, flexible agency with opportunities to conduct experimental programs. A study home facility for emotionally disturbed children. Psychiatric consultation available. Member CWLA. Require MSW and experience in a recognized child placement agency. Salary open, based on qualifications. Mrs. Margaret Harnett, Executive Director, Children's Service Bureau, 395 N.W. First St., Miami, Fla.

COUNSELING POSITION for male in institution, boys 6 to 18. MS preferred but will accept man with 1 year of graduate training. Job does not require living on premises. Salary \$4500-\$6000. Write Charles R. Aukerman, Lawrence Hall, Inc., 4833 N. Francisco Ave., Chicago 25, Ill.

RESIDENT DIRECTOR, Elgin, Illinois children's home. Housing about 33; bachelor's degree preferred. Experience in child care and administration. Salary open. Write Larkin Home, Elgin, Illinois.

CASEWORKER—To be third worker in well-established, dynamic residential treatment center, capacity 22 children, ages 6-12. Highly skilled supervision. Consultants, Dr. Irene Josselyn and Dr. Harold Balikov. Living quarters and board at cost. Located 30 miles north of Chicago. Can appoint fully trained person in range of \$4300-\$5000; revision of this range now being considered. Franklin R. King, Executive Director, Ridge Farm, 40 E. Old Mill Rd., Lake Forest, Ill.

CHILD WELFARE WORKER for small, heavily endowed agency. Residential treatment of school-age children, capacity 25. Coordinated program with Child and Family Service (CWLA, FSAA); psychiatric consultation. Located in pleasant residential section of large attractive university city in Illinois river valley, 150 miles from Chicago. Minimum requirement MSW. Liberal personnel practices, Social Security and retirement. Starting salary to \$5000. For experienced workers, salary negotiable. Write Konrad Reisner, Executive Director, Children's Home, 2130 N. Knoxville Ave., Peoria, Ill.

CASEWORKER. Agency licensed for both residential care and foster home placement desires worker capable of assuming primary responsibility for expansion of foster home program, including homefinding, placement, and home supervision. MSW with some experience preferable; will consider combination of 1 year's graduate study plus experience. Some travel involved. Salary open—commensurate with qualifications; liberal fringe benefits; reasonable case load. Apply—Robert H. Whitefield, Superintendent, Chad-dock Boys School, 24th and Madison Park, Quincy, Ill.

SPECIALIZED GROUP CARE FACILITY, heavily endowed, needs imaginative, creative, resourceful caseworker to help develop treatment services. Capacity 25 children. Coordinated program with Child and Family Service (CWLA, FSAA); psychiatric consultation. Located in pleasant residential section of large, attractive university city in Illinois river valley, 150 miles from Chicago. Minimum requirement MSW. Salary open to negotiation. "Living in" not expected. You will be working with: Konrad Reisner, MA, Bryn Mawr College School of Social Work, Executive Director; Walter P. S. Chun, MSW, University of Michigan, Superintendent; Miss Mary M. Caven, MSW, University of Pennsylvania, Casework Supervisor. Konrad Reisner, Executive Director, Children's Home, 2130 N. Knoxville Ave., Peoria, Ill.

EXECUTIVE DIRECTOR for long established home for 68 children. Opportunity to develop program. Retirement and Social Security; salary open. MSW, institutional, child welfare, and administrative experience required. Write giving outline of work and personal history to Mrs. Clifford E. Peterson, President, Children's Home of Rockford, 631 Longwood St., Rockford, Ill.

CASEWORKER—Family and children's agency with good standards, salaries and personnel practices, 5 day week, generous vacations, retirement plan and Social Security. Some training required, master's preferred. Starting salary based on qualifications. Miss Luna E. Kenney, Director, Family and Children's Service, 313 S. E. Second St., Evansville 13, Ind.

EXECUTIVE DIRECTOR, M.S.W. degree in social work, with experience in family and children's services. Some experience in administration of a private agency. For a new agency consolidating well established children's and family services. Professional staff of 25.

Membership in Child Welfare League of America and Family Service Association of America.

Apply: Mr. Innes W. Dobbins, Jr., Chairman, Committee on Personnel, Liberty National Bank and Trust Co., Vice President, 207 W. Market Street, Louisville 2, Ky.

CASEWORK SUPERVISOR—

Position available in voluntary, non-institutional, child-placing agency with emphasis on adoption program. MSW required and supervisory experience of at least 2 years. Additional experience desirable. Social Security, retirement and excellent personnel practices. Salary range \$5500-\$7500, beginning salary dependent on qualifications. CWLA member. Children's Bureau of Indianapolis Orphan Asylum, 615 N. Alabama St., Indianapolis 4, Ind.

DIRECTOR SOCIAL SERVICES

for Protestant agency offering adoption and foster care services to preschool children, and services to unmarried mothers. Required—woman with MSW. Can offer maintenance in modern, attractive quarters, if desired. Applicants state starting salary expected and whether or not maintenance is desired. Write John O. Kilmer, Executive Director, Hillcrest Baby Fold, 2005 Asbury Rd., Dubuque, Iowa.

CASEWORKER, professionally trained, some experience in adoption service desirable, in private, nonsectarian agency. CWLA member, good personnel practices, psychiatric consultation, student training program, retirement. Apply Executive Secretary, Children's Agency, 215 E. Walnut St., Louisville, Ky.

ADOPTION EXECUTIVE. Opening for top supervisor for expanding adoption service in Baltimore City DPW. Emphasis on placement of older children and also younger children of minority races. Requirements: successful completion of 2 years' graduate study in professional school of social work, plus 5 years' total experience, 3 years of which must have been in a supervisory capacity and 1 year in children's services. 1959 approved salary range: \$6280-\$7535; Retirement and Social Security coverage. Write: Mrs. Esther Lazarus, Director, Department of Public Welfare, 1500 Greenmount Ave., Baltimore 2, Md.

CASEWORKER: Small private child-care agency, giving institutional, foster home, adoption services. Required: MSW, preferably with experience; would consider beginning worker \$4400-\$5600. Can appoint at \$4800 if experience warranted. F. Reid Isaac, Executive Director, Board of Child Care, Methodist Church, 516 N. Charles St., Baltimore 1, Md.

CASEWORKER, for parent-child counseling, Eastern Shore District Office, statewide nonsectarian child welfare agency; 60 miles from Baltimore and Washington. Excellent personnel practices; psychiatric and other professional consultants; CWLA member. MSW required. Salary scale \$4300-\$5500, starting level dependent on experience. A different salary classification will be considered for very experienced social worker. Miss E. Elizabeth Glover, Executive Director, Maryland Children's Aid Society, 5-7 W. 29th St., Baltimore 18, Md.

CASEWORKER, man or woman, whose case load would include emotionally disturbed children in foster homes, our own study home or group homes; psychiatric and psychological consultation available on the staff. Requirements: master's degree social work plus experience, preferably in child placement. Salary \$4000-\$6000. Appointment salary dependent on experience. Richardson L. Rice, Executive Director, New England Home for Little Wanderers, 161 S. Huntington Ave., Boston 30, Mass.

EXCELLENT OPPORTUNITY for qualified person to administer children's services department of a merged agency offering family and child-care services. Responsibilities include foster home care, youth service, work with unmarried mothers, adoption, and residential treatment program. Staff includes caseworkers, students, nurse, medical director, psychiatrist, clinical psychologist. Requirements: master's degree in social work plus experience. Salary: \$7500-\$9500, depending on qualifications and experience. Social Security and retirement. Write to: Miss Dora Margolis, Executive Director, Jewish Family and Children's Service, 6 N. Russell St., Boston 14, Mass.

SUPERVISOR for FOSTER HOME DEPARTMENT, including work with unwed mothers and adoption. Clinical psychologist on staff and regular psychiatric consultations available. Requirements: master's degree social work school and 5 years' experience in children's agency. Salary \$6050-\$6800, plus merit increments, depending on qualifications. Social Security and retirement. Write to: Miss Dora Margolis, Executive Director, Jewish Family and Children's Service, 6 N. Russell St., Boston 14, Mass.

DIRECTOR of CHILDREN SERVICES in Juvenile Court in county of 50,000; \$4500 (plus) annually, expenses, for male, MSW. Will consider one year's graduate training coupled with field placement in children's services. Opportunity to develop and supervise program and utilize casework and community organization skills; work with foster homes, shelter home, adoptions, probationers, and natural parents. Clark Shanahan, Judge, Shiawassee County Probate Court, Corunna, Mich. RI 3-3415.

DIRECTOR of SOCIAL SERVICES to be responsible for over-all planning, coordination and direction of services, including adoption, unmarried mothers, foster home care, and residential group care. Opportunity to use skills, imagination, and initiative in an agency with good standards and resources. Staff of 50 includes 9 caseworkers, 2 casework supervisors, supervisor of group living and group work supervisor. Regular psychiatric consultation; students from Wayne and Michigan Universities. CWLA member. Beginning salary within range of \$6200-\$7900, depending upon qualifications. Clayton E. Nordstrom, Executive Director, Methodist Children's Home Society, 26645 W. Six Mile Rd., Detroit 19, Mich.

CASEWORKER — Nonsectarian, multiple-function agency. Program includes counseling marital problems, parent-child relationships, personal adjustment, children in own homes; also child placement and care, services to unwed mothers, adoption, travelers aid. Case loads diversified. Excellent supervision adapted to individual worker's need. Psychiatric consultation. Liberal personnel practices. MSW required. Salary plan including adjustment of all current salaries, being revised. Can appoint Group I, \$4500-\$4750. Retirement. Family and Child Service, 1504 Dodge St., Omaha 2, Nebr.

TRAINED CASEWORKER. Young, expanding, progressive suburban Catholic agency. Exceptional benefits, highest standards. Real opportunity. Excellent salary. Five miles from Detroit. Catholic Social Services of Oakland County. Leonard Jagels, 602 N. Main St., Royal Oak, Mich.

SOCIAL WORK OPENINGS in rapidly expanding state welfare department. Vacancies exist for Public Assistance Consultant, \$511-\$617, (headquarters, Reno); Public Welfare District Administrator, \$442-\$562 (Las Vegas); Social Casework Supervisor, \$442-\$536 (Reno); Principal Public Welfare Worker, \$442-\$536 (Elko, Fallon, Hawthorne); Senior Child Welfare Worker, \$401-\$487 (Las Vegas, Reno); Child Welfare Worker, \$364-\$442 (Las Vegas). Graduate work required, with some substitution for experience. Residence waived. U. S. citizenship required. For particulars write Nevada State Welfare Department, Box 1331, Reno, Nev.

EXECUTIVE DIRECTOR. Private, nonsectarian children's agency offering care in own institution and foster homes. In process of merger with county SPCC; start of building program imminent. Staff includes casework supervisor, 4 caseworkers and 12 institutional workers. Budget of \$100,000; member of United Fund and Retirement Association. Active board and good community resources in area of rapid economic and population growth. Require trained executive, MSW, with institutional experience. Live in agency-owned house near institution. Allen M. Mills, Chairman, Personnel Committee, Camden Home for Children, 915 Haddon Ave., Camden 3, N. J.

CASEWORKERS, professionally trained, for child-care program providing foster home and group placement services. Qualified supervision, psychiatric consultation, student training. Salary \$4500-\$6000, commensurate with experience. Write Miss Evelyn M. Mowitz, Brooklyn Home for Children, 67-35 112th St., Forest Hills, N. Y.

CASE SUPERVISOR, MSW. Family service agency of high standards in New York area seeking mature caseworker to organize protective and foster care program. Can pay up to \$6450 as starting salary, with annual increments. Person wanted, male or female, interested in developing staff, providing in-service training, taking on supervisory responsibility. Psychiatric consultation, good personnel practices, annual increments. FSAA member, also planning to apply for CWLA membership. Contact Stanley Glickman, Executive Director, The Bureau of Family Service, 439 Main St., Orange, N. J.

CASEWORKER for family service agency 25 miles from New York. Graduate of accredited school of social work, preferably with some experience in a good agency. Salary scale \$4500 to \$6000, can start up to \$5600; good supervision, psychiatric consultation, newly revised personnel practices, annual increments. Please write Stanley Glickman, Executive Director, Bureau of Family Service, 439 Main St., Orange, N. J.

CASEWORKERS. Residential school for delinquent girls. Psychiatrist, psychologist, remedial teachers. Developing program. Congenial atmosphere. MSW and 2 years in recognized agency, \$6000; MSW, \$5000. 1 year SSW or 3 years' experience, \$4000. Opportunities for promotion and graduate education. Elizabeth W. Heinmiller, Saint Anne Institute, 25 West Lawrence St., Albany 6, N. Y.

CASEWORKER with child welfare agency. Program: Institutional and after care of 210 dependent and neglected children. Opportunity to do psychotherapy. 2 part-time psychiatrists and 1 full-time clinical psychologist in addition to present staff of 7 caseworkers and 1 assistant supervisor. Beginning salary: \$4550, MSW, with no experience: \$4790 with experience. Annual increments (5) \$240, Social Security and acceptable personnel practices. Location: 40 miles from downtown New York. Commutation paid at rate of train fare, in addition to salary. Apply to Mrs. Emmy D. Jenkins, Director, Social Service Department, Hillcrest Center for Children, Inc., 165 Haines Rd., Bedford Hills, N. Y. Telephone: Mount Kisco 6-5115.

CASEWORKERS, 2, for Child Protection Department in private agency which also has foster care and adoption programs, and a treatment center for emotionally disturbed children. Agency has its own psychiatric clinic. Applicants must have master's degree in social work and real interest in applying casework skills to helping parents reported for neglecting their children. Children's Court used in approximately 10 per cent of cases. Write to: E. M. Gane, Children's Aid & SPCC, 330 Delaware Ave., Buffalo 2, N. Y.

CASEWORKERS, 2, for Foster Care Department in multiple-function private agency with its own psychiatric clinic. Applicants must have professional training plus sufficient experience to carry case load of children with special problems. Write to: E. M. Gane, Children's Aid & SPCC, 330 Delaware Ave., Buffalo 2, N. Y.

"Social Doctor"

The George JUNIOR REPUBLIC of Freeville (near Ithaca), New York, is a resident, cottage type, nonsectarian, interracial, coed, therapeutic community for adolescents of good potential with problems of emotional, social or educational adjustment. School-and-job program, self-government and self support systems provide unique tools for treatment. "Social doctors" serve on program-planning and policy-making council, and on multi-discipline team in developing and effecting treatment plans. They carry on intensive psychotherapy with selected individuals, supervise case aides, offer interpretation to parents and placing agencies. A "social doctor" can be a Clinical Psychologist, Case Worker, Psychiatric Social Worker, or Guidance Counselor. Must hold degree from accredited graduate school in his or her specialty, and have experience with and special interest in adolescents. Excellent psychiatric consultation. Congenial associates; beautiful country setting, 5 to 6 weeks' vacation. Maintenance on campus optional. Salary open. Write: Miss Jean M. Cluett, Administrative Assistant, George Junior Republic, 675 Fifth Ave., New York 22, N. Y.

CASEWORKER, professionally trained, in young rapidly growing child-care agency. Salary scale \$4600 to \$6400. Excellent supervision and psychiatric consultation, student training program. Write Miss Merle E. MacMahon, Windham Children's Service, 80 Fifth Ave., New York 11, N. Y.

CASEWORKER for intensive work with 70 boys and girls in children's home. Excellent supervision. Seventeen hours weekly psychiatric consultation, remedial education, group work. Sound personnel policies. Salary and increment scale geared to encouragement and development of practitioner. Situated near narrows on Staten Island. Part of multiple-service agency with central intake unit, and foster homes and adoptions unit. Rev. Arnold H. Bringewatt, Executive Secretary, Lutheran Child Welfare Association, 422 W. 44th St., New York 36, N. Y.

CASEWORKER. Opening for professionally qualified caseworker in adoption agency. Initially will work primarily with foster parents and babies in boarding care. Agency offers good supervision and opportunity to work closely with other disciplines: psychiatry and psychology. Good personnel practices. Salary \$4350-\$6450. Helen Montgomery, Spence-Chapin Adoption Service, 6 East 94th St., New York 28, N. Y.

CASEWORKER — Multiple-function agency. Opportunity for experience in family counseling, child care, or adoptions. Master's degree required. Salary range \$4400-\$6900. Good personnel practices. For information, write George W. Montgomery, Executive Secretary, CATHOLIC FAMILY CENTER, 50 Chestnut St., Rochester 4, N. Y.

CASEWORKER, professionally trained, experience preferred, for child placement agency providing foster homes, group care and adoption. Good supervision and personnel practices; psychiatric consultation. Salary based on qualifications. For details write Director, Hillside Children's Center, 1183 Monroe Ave., Rochester 20, N. Y.

CASEWORK SUPERVISOR — multi-function children's agency with residential facility, foster family care and adoption. Master's degree in social work required; child welfare and supervisory experience preferred. Salary dependent upon qualifications. Social Security and National Retirement. For information write Miss Adelaide Kaiser, Director, Hillside Children's Center, 1183 Monroe Ave., Rochester 20, N. Y.

CASEWORKER, graduate accredited school, for children's foster home agency; experience in children's field preferred. Services include psychiatric, remedial reading, psychological. Good supervision, excellent personnel practices. Salary range \$4500-\$6000, commensurate with experience. Write or phone Miss Virginia M. Whalen, Society for Seamen's Children, 26 Bay St., Staten Island 1, N.Y., G1braltar 7-7740.

CASEWORKERS (2) for progressive children's home. Challenging opportunity. Changing from congregate type home to new cottages; emphasis on children with emotional problems. Psychiatric and psychological consultation available. Requirements: Master's degree social work school. Salary \$5000-\$6000. Social Security and retirement benefits. Donald C. Harvey, Executive Director, Children's Home, 1646 Sunset Ave., Utica, N. Y.

SUPERVISORS, workers to serve children in a new way. A large multiple-service public children's agency, CWLA member, with own institution has faced up to lack of treatment facilities for emotionally disturbed children. An 18-month pilot study has demonstrated the validity of "building in" residential and outpatient treatment program. Project under the leadership of Dr. David Crocker of Cleveland, child analyst experienced in residential treatment. Expansion limited only by availability of capable staff with ability to learn. Psychiatric experience helpful—generic approach vital. Salary open. Interested? Write: Victor H. Andersen, Summit County Child Welfare Board, 264 S. Arlington, Akron 6, Ohio.

CASEWORKER, professionally trained, with master's degree in social work for child protective program. Excellent supervision. Salary range \$4530-\$5810. Write Paul V. Nyden, Executive Director, Westchester County Society for the Prevention of Cruelty to Children, Room 614, County Office Bldg., White Plains, N. Y.

SUPERVISOR of adoptions in progressive Catholic family and children's agency, CWLA member. Professionally trained staff; regular psychiatric consultation. Student training program for SASS Western Reserve U. Requirements MSW and supervisory experience, preferably in adoptions. Can appoint above minimum of \$5500. Social Security, retirement, hospitalization. Write John Kelleher, Executive Secretary, Catholic Service League, 138 Fir Hill, Akron 4, Ohio.

THIRD CASEWORKER female, for private, cottage-type institution serving up to 48 school-age children. Good professional staff presently including 2 caseworkers, group worker, and cottage life supervisor. Team approach. Regular psychiatric consultation. Developing program. Casework with boys and girls and family planning. Maximum case load 20 children. Good personnel practices. Luncheons in institution. Requirements: master's degree in social work. Beginning salary to \$5500. D. M. DeMuth, Executive Director, Beech Brook, 3737 Lander Rd., Cleveland 24, Ohio.

CASEWORKER. Multiple-service agency with personal and family counseling, child placement, adoption and homemaker service. Professional staff of 20. Progressive, expanding program providing excellent opportunity for development. Differentiated case loads. Regular psychiatric consultation. Sound personnel practice. Salary \$4560-\$7000. Starting salary based on experience. Social Security and retirement. Thelma K. Flower, Executive Director, Family Service Society, 90 N. Prospect St., Akron 4, Ohio.

CASE SUPERVISOR. Multiple-service agency offering personal and family counseling, child placement, adoption and homemaker service. Professional staff of 20. Progressive, expanding program providing excellent opportunity for development. Differentiated case loads. Regular psychiatric consultation. Responsible for supervision of 3 children's caseworkers, case aide, and administration of foster parent program. Minimum of 5 years' practice plus 3 years' supervision. \$6000-\$7500. Can appoint at \$7200. Starting salary based on experience. Social Security and retirement. Miss Thelma K. Flower, Executive Director, Family Service Society, 90 N. Prospect St., Akron 4, Ohio.

CASEWORKER with MSW and practical experience in children's field. Excellent opportunity for use of individualized skills in well established, sectarian agency giving service to families and children. Community of 6500 is well integrated part of city of 300,000. Psychiatric consultation available. Excellent supervision and personnel practices in operation. Salary commensurate with experience, and within range recognized by professional social work agencies. Apply to Nathan Pinsky, Executive Director, Jewish Family Service, 129 S. Main St., Akron 8, Ohio.

Director of Casework

Private child protective agency. Supervise 7 caseworkers and intake worker. Psychiatric consultation. Psychologist on the staff. Requirements: MSW plus supervisory experience or 3 years' child protective experience. Man or woman. Salary scale \$5200-\$7700. Starting salary dependent on qualifications. Write Duane W. Christy, Executive Director, The Children's Protective Service, 312 West Ninth St., Cincinnati 2, Ohio.

CHILD WELFARE FIELD REPRESENTATIVE for growing program in Oregon Public Welfare. Responsible for consultative and supervisory service to several counties on child welfare administration, casework practices and standards. \$6000-\$7500. Can appoint above minimum. Headquarters, State Office in Portland. Paid vacation, sick leave, retirement plan, group medical plans, Social Security. State car provided. Minimum Qualifications: 3 years' consultative, supervisory or administrative experience in child welfare and 2 years' graduate study in accredited school of social work. Write: Corinne LaBarre, Personnel Director, State Public Welfare Commission, 1400 S. W. 5th Ave., Portland, Ore.

CHILDWELFARESUPERVISOR, male or female, supervise caseworkers in public child care agency. Continuous in-service training and staff development program. Psychiatric seminars and consultation. Salary up to \$6600. **CASEWORKERS**, male or female. Service to children in own homes, foster homes, institutions, etc. MSW up to \$5400. BA up to \$4200. Apply: Director, Cuyahoga County Division of Child Welfare, 2210 Cedar, Cleveland 15, Ohio.

EXECUTIVE ASSISTANT male or female. Public child welfare agency starting program of protective services to children as special department within agency framework desires qualified and experienced person to mobilize service. Much initial spade work to be done in formulating policy, developing definitive understanding with community agencies; supervise initial staff of 3 caseworkers, develop expansion of staff and high standard of service. MSW and experience in protective services required. Salary open. Apply Director, Cuyahoga County Division of Child Welfare, 2210 Cedar Ave., Cleveland 15, Ohio.

ADOPTION SERVICE — Caseworker in family and children's agency. Good personnel policies, psychiatric consultation, student training, retirement plan. Salary range up to \$7380. New, modern air-conditioned offices. Write Howard Hush, Family and Children's Service Association, 184 Salem Ave., Room 120, Dayton 6, Ohio.

CASEWORKER, male or female, graduate of social work preferred, for work with teenage boys in progressive training school and aftercare program in Cleveland. Regular psychiatric and psychological services. Good supervision. Civil Service position. Salary range \$4000 to \$5600. Apply Superintendent, Cleveland Boys School, Hudson, Ohio.

CASEWORKER, for family service or foster care program. Salary range, \$4200 to \$6000; can appoint at \$5100. Annual increment, \$300. Excellent supervision, psychiatric consultation, standard personnel practices. Wendell F. Johnson, Director, Child and Family Service, P.O. Box 335, Toledo 1, Ohio.

CASEWORKER. Agency offering foster home, children's home, and adoptive services. College town 3 hours from Philadelphia, 2 hours from Washington and Baltimore. Salary open. Social Security and retirement; sound personnel practices. Miss Mary L. Graves, Executive Director, The Children's Aid Society of Franklin County, 229 Miller St., Chambersburg, Pa.

CASE SUPERVISOR for nonsectarian Protestant foster care agency. MSW required plus substantial casework experience. Supervise 4 caseworkers. Development of adoption service anticipated. Liberal personnel practices. Beginning salary \$6000. Apply Home Missionary Child Care Society, 125 S. 22nd St., Philadelphia 3, Pa.

CASEWORKER, ADOPTION — In agency giving counseling to unwed mothers, foster care and adoption services. Psychiatric consultation, student training program. MSW required. \$4500-\$6500; starting salary based on experience. Dr. Elizabeth A. Lawder, Executive Director, Children's Aid Society of Pennsylvania, 311 South Juniper St., Philadelphia 7, Pa.

ADOPTION SUPERVISOR in agency giving counseling to unwed mothers, foster care and adoption services. Psychiatric consultation, student training program. Required: MSW, experience in adoption and supervision. \$6000-\$7550. Starting salary based on experience. Dr. Elizabeth A. Lawder, Executive Director, Children's Aid Society of Pennsylvania, 311 South Juniper St., Philadelphia 7, Pa.

OPENINGS FOR CASEWORKERS in family and children's agency. Supervision encouraging development of self-dependent performance; staff study groups. Psychiatric consultation; new plan of recording; opportunity to participate in research program. Requirements: Master's degree in social work. Salary range for caseworkers \$4400 to \$6600. Appointment salary based on experience. Write Mary Ellen Hoffman, Director of Casework, Family and Children's Service, 4 Smithfield St., Pittsburgh 22, Pa.

CASEWORKER, private institution serving 50 dependent children in Philadelphia area. MSW required. Psychiatric consultation available. Basic minimum \$5000, appointment salary dependent on experience. Harry W. Halbersleben, Superintendent, Orphan Society of Philadelphia, Wallingford, Pa.

CASEWORKER in family and children's service, including family counseling, specialized service to unmarried mothers, child placement and adoption. Psychiatric consultation. Good personnel policies. Social Security and retirement. TVA lakes, Smoky Mountain vacation land. University town. Student training program. Opportunities for development. MSW desired. Minimum \$4700. One year's graduate study required. Beatrice L. Garrett, Director, 114 Damerao Ave., Knoxville 17, Tenn.

CASEWORKER in nonsectarian family and children's agency offering family counseling, foster home placement and adoption. MSW required. Salary range \$4200-\$6200. Write Miss Ruth Layne, Director, Child and Family Service, 608 San Antonio Street, Austin 1, Texas.

CASEWORKER — Springfield district office, statewide children's agency offering adoption, service to unmarried mothers, temporary foster home placement and casework for children in own homes. Interest in direct work with troubled children important. Psychiatric consultation, skilled supervision available. Springfield socially and culturally active community, accessible to Vermont's scenic beauty and outdoor recreational opportunities. Beginning salary fully trained worker \$4500, plus 8¢ mile car allowance, other travel expense. Vermont Children's Aid Society, 72 Hungerford Terrace, Burlington, Vt.

CASEWORKER for expanding public child welfare agency, major function protective services to children in their own or foster homes. CWLA member. Professionally trained staff. Psychological and psychiatric consultation. Highly industrialized area of 250,000 population. NASW Chapter. William C. Hill, Regional Service Supervisor, Jefferson County Child Welfare Unit, 2875 Franklin St., Beaumont, Tex.

CASEWORKERS and SUPERVISORS in Washington State child welfare program. Caseworkers \$3840-\$5184, supervisors \$4560-\$5412. All positions require graduate training and experience. Salaries depend on qualifications. Vacancies statewide. Contact Washington State Personnel Board, 212 General Administration Bldg., Olympia, Wash.

PSYCHIATRIC SOCIAL WORKERS in residential and child guidance center programs. Many new positions throughout the state. Salaries \$4764-\$7344 dependent upon qualifications. All positions require graduate school and appropriate experience. Contact Washington State Personnel Board, 212 General Administration Bldg., Olympia, Wash.

CASEWORKER, MALE. Do you want the following: Live in west coast 1957 All-American City? Work for private treatment oriented multiple-function agency, having psychiatric consultation? Prefer available rather than mandatory supervision? Good retirement plan and personnel policies? Work under male administrator? Starting salary \$4200 to \$4800 plus travel allowance and conference time. Requirements: 2 years' graduate training or 1 year plus experience. Contact Robert Battig, Administrator, Children's Industrial Home, 702 Broadway, Tacoma 2, Wash.

CHILD WELFARE WORKERS for child placement services in district offices of the Wisconsin Division for Children and Youth. Master's degree in social work required. Salary range \$452-\$542. Also **ASSISTANT ADMINISTRATIVE REVIEW CONSULTANT** to assist in reviewing administrative and casework services in county and state program. Salary range \$6444-\$7764. MSSW plus 4 years of post-graduate experience, 2 of which were in administrative or supervisory capacity. Excellent opportunity for experience in a public child welfare agency of high professional standards. Write to Fred DelliQuadri, Director, Division for Children and Youth, 311 State St., Madison, Wisc.

SOCIAL SERVICE FIELD SERVICE REPRESENTATIVE (\$4560-\$5412) in schools for retarded children. Combination field supervision-intake casework. Requires graduate school and experience. Contact Washington State Personnel Board, 212 General Administration Bldg., Olympia, Wash.

CASEWORKERS—The Wisconsin Child Center offers: good salary, \$5424-\$6504; high professional standards; psychiatric consultation; a case load of 20 to 25 challenging adolescents and teenage youngsters appropriately placed in a cottage-type institution serving 90. To this add the relaxed living of a community of 6000, including Wisconsin's renowned hunting, fishing and winter sports—an excellent place to raise a family. Write Leonard Lavis, Wisconsin Child Center, Sparta, Wisc.

CASEWORKER. New program to open on or about October 1, 1958. Group home for teenage girls conducted by the Daughters of Charity. Sound personnel policies. Responsible for intake; intensive casework with teenage girls. Required: MSW with interest and experience in child welfare, preferably with adolescent girls; must drive car. Supervision: to be employed by agency and supervised by professional supervisor from Catholic Social Welfare Bureau. Psychiatric consultation available. Salary \$5200-\$5400 based on qualifications and experience; periodic increments. Sister Mathilde, Director of Group Home, 809 W. Greenfield Ave., Milwaukee 4, Wisc.

PSYCHIATRIC SOCIAL WORKER: For intensive treatment with emotionally ill children in 30-bed residential center. Three analytic consultants. Low case loads, opportunity for creative work and participation in program development. Current range to \$7800, appointment according to qualifications. Write: Mr. S. L. Adessa, Executive Director, Lakeside Children's Center, 2220 E. North Ave., Milwaukee 2, Wisc.

DIRECTOR of COTTAGE LIFE: To establish and direct round-the-clock therapeutic living climate for children in residential treatment, supervise child-care staff and develop related in-service training programs, effect integration with clinical services. Substantial experience in treatment-oriented institutions required, in addition to professional training. Salary open. Write: Mr. S. L. Adessa, Executive Director, Lakeside Children's Center, 2220 E. North Ave., Milwaukee 2, Wisc.

EXECUTIVE DIRECTOR

—Private nonsectarian statewide agency offering specialized service to children in foster family homes, work with unmarried mothers and adoption service. Professional staff of 20; fully staffed at present. Good psychiatric consultation. Annual budget over \$325,000. CWLA member. National Health and Welfare retirement, Social Security. Write Max W. Babb, Jr., President, Children's Service Society of Wisconsin, c/o Allis Chalmers Manufacturing Co., Box 512, Milwaukee 1, Wisc.

GRADUATE CASEWORKER

for minimum load of marital and parent-child counseling; good professional and cultural environment. Medium-size community immediately adjacent to Detroit. For further information write to F. C. Promoli, Executive Director, Family Service Bureau of Windsor, 1410 Queller Ave., Windsor, Ontario, Canada.

MONTREAL calling for CHILD WELFARE SUPERVISOR. Creative opportunity for qualified man or woman ready to deepen supervisory and administrative skills. Graduate training and supervisory experience required. Agency offers excellent case and psychiatric consultation facilities. Unit consists of 4 graduate workers with a select case load and beginning use of group foster home residence. Salary over \$7000, open for exploration. Relocation expenses paid. Write to explore details with: Mr. David Weiss, Executive Director, Baron de Hirsch Institute and Jewish Child Welfare Bureau, 493 Sherbrooke St., W. Montreal, Quebec, Canada.

CHIEF PSYCHIATRIC SOCIAL SERVICE WORKER, to head small department in general hospital. MSW required, 5 years' experience. Excellent working conditions, 40-hour week, hospitalization coverage, group life insurance and retirement. Write stating background, experience and salary desired to Personnel Director, The Queen's Hospital, P.O. Box 861, Honolulu, Hawaii.

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